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Examining Use of Self Competency in Undergraduate Students: Its Relationship to Interpersonal Communication and Soft Skill Development Essential for Future Employment

Nicole Marie Zwieg Daly

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Examining Use of Self-Competency in Undergraduate Students: Its
Relationship to Interpersonal Communication and Soft Skill Development
Essential for Future Employment

A DISSERTATION
SUBMITTED TO THE FACULTY OF THE SCHOOL OF EDUCATION
OF THE UNIVERSITY OF ST. THOMAS

By:
Nicole Marie Zwieg Daly

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF EDUCATION

April 2018

Dedication

I dedicate this research study to...

My daughter, Gabriella, the light of my life, for her unconditional love, support, and encouragement but, most importantly for being my greatest accomplishment.

My husband, Andy, for his love and unfailing support of my desire to learn more, do more and be more every day of our shared life.

My parents, Ron and Nancy Zwieg, who have always been and will always be my role models.

My angels, Madysen & Sequoya, for bringing happiness to my soul when I needed it most.

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I would also like to thank my committee members, Dr. Jean Davidson and Dr. Mark Salisbury for their insights, guidance, and care for my studies and for me as a person.

Last, but certainly not least, my deepest heartfelt thank you to Gabriella, Andy, Mom, Dad, Jamison, Justin, and Megan for your unending support of my educational pursuits. You are my biggest blessing and the foundation of my being and existence. Thank you for being my bedrock.

Abstract

This mixed methods research study sought to measure Use of Self-competency in undergraduate students at a single university in Minnesota. First, the researcher developed the Use of Self Questionnaire (Use of Self Questionnaire) to measure an individual's Use of Self-competency. Second, quantitative data was collected via Use of Self Questionnaire from 563 respondents and qualitative data was obtained via five individual interviews. Quantitative results and qualitative findings evidence a relatively high level of Use of Self-competency among the undergraduate population studied; high Use of Self-Competency theoretically leads to increased proficiency in soft skills, specifically interpersonal communication. Based on this study's specific population, additional potential determinants of higher levels of Use of Self-competency include gender, experiential learning outside the classroom, and at-home care during one's early childhood development.

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Chapter I

Introduction

“Education beyond high school and lifelong education opportunities are vital if we are going to retain our competitive edge in the global market...to provide our workforce with education and training they will need to meet the needs of tomorrow’s workplace, we will need to strengthen the connections between postsecondary education institutions and businesses. Technology, demographics and diversity have brought far-reaching changes to the U.S. economy and the workplace, including an increased demand for a well-educated and highly-skilled workforce” (United States Senate, 2005).

In 2018, approximately 1.9 million students will graduate from an American four-year college or university (National Center for Education Statistics, 2011). These same 1.9 million students entered the college and university systems believing they would obtain requisite skills and knowledge necessary to fulfill employer and market demands, secure a better job, and earn more money (Astin, 1993). Unfortunately, higher education has been far less responsive to market trends and employer demands (Fischer, 2013).

According to a 2006 collaborative research study by The Conference Board, *Corporate Voices for Working Families, the Partnership for 21st Century Skills and the Society for Human Resource Management*, the majority of new college graduates have “significant deficiencies” in their applied skill sets (Casner-Lotto, 2006). Additionally, of the 400 employers researched for The Conference Board study, 68.4% said four-year colleges and universities should be responsible to provide students with knowledge and applied skills for the 21st century global environment (Casner-Lotto, 2006). And, yet, higher education institutions continue to cling to

traditional educational models and outputs leaving college and university graduates lacking many fundamental skills necessary for potential employment (Bentley University, 2014a).

The wide disconnect between what employers require and what four-year colleges and universities teach their graduates is becoming an increasingly significant problem for university graduates, employers, and post-secondary institutions. In fact, many students and employers blame higher education institutions for not preparing students for today's workplace (Bentley University, 2014a). In 2010, Hart Research Associates (2010) found that "only one in four employers surveyed believed colleges were adequately preparing students to meet the challenges of the current global economy," (p. 1). In 2012, a McKinsey report showed that "74% of education providers were confident that their graduates were prepared for work, but only 38% of youth and 35% of employers agreed" (Cimatti, 2016, p. 115). Employers remain particularly adamant that four-year colleges and universities must work harder to prepare students for the workplace (Bentley University, 2014b; Casner-Lotto, 2006; Jaschik, 2014).

In today's rapidly changing marketplace fraught with technological advancements, multiplication of industries, and an increasingly global workforce, employers demand that college and university graduates possess professionally pervasive skillsets. The functionality and success of the modern workplace is causing a shift toward increased soft skills (Clokier & Fourie, 2016). As business networks continue to expand and develop across departments, cultures, and geographic locations, so does the need for greater interpersonal awareness and communication within cross-functional teams and virtual teams (Hinds & Mortensen, 2005; Kick, Contacos-Sawyer, & Thomas, 2015). Of particular importance, and consistent acknowledgment, among employers are professionally pervasive skills recognized as "soft skills."

Soft skills, also known as applied skills or 21st century skills (Gewertz, 2007), are synonymous with a variety of phrases and related skillsets (see Table 1). Soft skills became a familiar term in the 1960's and 1970's inspired by years of research in the psychology, sociology and education industries, and have continued to become increasingly important in today's global marketplace (Kamin, 2013).

Soft skills also maintain a surplus of definitions (see Table 2) including “personal, social, communication, and self-control behaviors” (Klaus, 2007, p. 2); people skills that cultivate positive working relations with others (Tribble, 2009); and, “communication, teamwork, and other interpersonal skills that promote improvement in job performances (Hargis, 2011). Regardless of the overwhelming number of soft skills definitions, it is generally agreed that soft skills encompass “listening, empathy, interpersonal communication, team building, group dynamics, sensitivity to others, compassion, integrity and honesty” (Kamin, 2013). In contrast to soft skills, technical skills, also known as hard skills, indicate “specific capabilities to perform a particular job” (Cimatti, 2016).

Historically, technical skills were supremely valued as the most important skillset for organization employees. However, technical skills are not enough to function in today's marketplace (Russell, 2014). A survey by the Director of the Economist Corporate Network North Asia, Florian Kohlbacher, stated that nearly 71% of CEOs surveyed believed “soft skills are more important than hard skills for their business” (The Economist, 2016). University of Maryland's Robert H. Smith School of Business Managing Director of Career Services and Assistant Dean, Jeffrey Kudisch stated, “many recruiters have told me that they would rather hire an applicant with a 3.6 GPA who has strong soft skills, than an applicant with a 4.0 who has

no soft skills or no extracurricular or leadership activities” (Russell, 2014). While technical skills may remain a component of an employee’s skillset, soft skills have become an employer’s principal factor when searching for potential candidates and, hiring and retaining employees.

Interestingly, while employers request potential employees with soft skill proficiency, college and university graduates continue to exit institutions lacking necessary soft skills. There is a growing gap between the expectations of employers and the reality of how today’s new young talent is showing up in the workplace. Today’s young stars may well show up with the latest and greatest skills and methods...what they are missing – way too often and more and more – is the basics, what many refer to as ‘the soft skills.’ (Tulgan, 2015, p. 4)

Plain and simple: soft skills matter to employers. Increased economic development, increased organizational competitiveness, and improved employability among college graduates underlie the positive economic benefit and powerful drivers toward integrating soft skills into current university curriculum (Cinque, 2016). Soft skill proficiency is increasingly important because

When employees have significant gaps in their soft skills, there are significant negative consequences: Potentially good hires are over looked. Good hires go bad. Bad hires get worse. Misunderstandings abound. People become distracted. Productivity goes down. Mistakes are made. Customer service suffers. Workplace conflicts occur more frequently. Good people leave when they might have otherwise stayed longer. (Tulgan, 2015, p. 8)

Conversely, employers see positive effects including increased quality, productivity and profit of hiring graduates with soft skills proficiency (Worker, 2017).

Table 1

Relevant studies toward soft skills phrases and related skills

Organization	Name	Skills
World Health Organization (WHO), 1993	Life skills	<ul style="list-style-type: none"> * Decision-making and problem-solving * Creative thinking and critical thinking * Communication and interpersonal skills * Self-awareness and empathy * Coping with emotions and coping with stress
Istituto per la formazione e il lavoro (ISFOL), 1998	Transversal skills	<ul style="list-style-type: none"> * Diagnose the nature of the environment and task (mainly cognitive skills) * Relate to people and issues of a specific context (interpersonal or social skills, which is the emotional skill set, cognitive and behavioral styles, but also communication skills) * Address, that is to “face, cope, predispose to deal with the environment and the task, both mentally and emotionally...take action on a problem with the best chance of solving it” (be able to set goals, to develop strategies, and to build and implement action plans)
Organization for Economic Cooperation and Development (OECD), 2003	Key competencies for a successful life and a well-functioning society	<ul style="list-style-type: none"> * Using tools interactively, that includes the capacity to use language, symbols and texts interactively, use knowledge and information interactively, use technology interactively * Interacting in socially homogenous group, i.e. relate well to others, cooperate, work in teams, manage and resolve conflicts * Acting autonomously, includes key competencies that empower individuals to manage their lives in meaningful and responsible ways by exercising control over their living and working conditions (for example, form and conduct life plans and personal projects, defend and assert rights, interests, limits and needs)
European Union (EU), 2006	Key competencies for lifelong learning	<ul style="list-style-type: none"> * Communication in the mother tongue and foreign languages * Mathematical competence and basic competences in science and technology * Digital competence * Learning to learn * Social and civic competencies * Sense of initiative and entrepreneurship * Cultural awareness and expression.

Tuning Educational Structures, 2008	Generic competencies	<ul style="list-style-type: none"> * Instrumental competences, i.e. cognitive abilities, methodological abilities, technological abilities and linguistic abilities * Interpersonal competences, i.e. individual abilities like social skills (social interaction and co-operation) * Systemic competences, i.e. abilities and skills concerning whole systems (combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required).
OECD, 2009	21st century skills	<ul style="list-style-type: none"> * Information - “Information as source” (searching, selecting, evaluating and organizing) and “Information as product” (restructuring and modelling of information and the development of own ideas/knowledge) * Communication - “Effective communication” (sharing and transmitting the results or outputs of information) and “Collaboration and virtual interaction” (reflecting on others’ work, creation of communities) * Ethics - “Social responsibility” (applying criteria for a responsible use at personal and social levels)
Institute for the Future (2011)	Future work skills 2020	<ul style="list-style-type: none"> * Sense making * Social intelligence * Novel and adaptive thinking * Cross cultural competency * Computational thinking * New media literacy * Transdisciplinary * Design mindset * Cognitive load management * Virtual collaboration

Note. See Cinque, M. (2016). Lost in translation: Soft skills development in European countries. *Tuning Journal for Higher Education*, 3(2), 397-399. doi: 10.18543/tjhe-3(2)-2016 p. 389-427.

The growing skills gap between employer demand for graduates with soft skills and four-year colleges and universities inadequately preparing graduates to fulfill market and employer expectations provides an inevitable and imminent opportunity to modify current undergraduate curriculum. I believe that such curriculum change must include teaching Use of Self-competency. Use of Self-competency encapsulates a number of soft skill characteristics including self-awareness, social awareness, reflective practices, and thoughtful decision-making and action execution producing positive, effective results in professional –and, personal –

situations (Cimatti, 2016; Jamieson, 2016; Jamieson, Auron, & Shechtman, 2010). A strategic focus on Use of Self-competency throughout undergraduate curriculum will produce young professionals who exceed employer soft skill expectations and are prepared to undertake 21st century organizational opportunities and challenges.

Table 2

U.S. Author/Researcher soft skill definitions

Author	Definition
Goleman (1998)	Emotional intelligence
Hargis (2011)	Communication; teamwork; interpersonal skills
Jungsun (2011); Mitchell, et al., (2010); Parente (2012)	Communication skills
Kamin (2013)	Interpersonal skills; communication; relationship building skill; cooperative behaviors; ability to take positive action after fully understanding the people and context
Klaus (2007)	Personal behaviors; social behaviors; communication; self-control behaviors
Klein, et al. (2006)	Interpersonal skills
Matteson, et al. (2016)	Managing self
Tribble (2009)	People skills; cultivate positive working relationships

Foremost, this study aims to understand the level of Use of Self-competency among current undergraduate students at the University of St. Thomas. By understanding current undergraduate Use of Self-competency, I hope to develop undergraduate curriculum, focusing not only on soft skills generally, but on the overarching Use of Self-competency, which will cultivate graduates better prepared to fulfill employer and market demands.

The literature supports my theory that a positive relationship exists between Use of Self-competency and soft skills, particularly interpersonal communication. The literature also reinforces employer perceptions of college graduates' soft skill deficiencies as well as employer

demand for graduates with increased soft skills. Additionally, the literature evidences a clear economic benefit to organizations that employ college graduates with exceptional soft skills. However, there is no research highlighting the interrelation between high Use of Self-competency and highly soft-skilled college graduates. This research is the first step to fully developing my hypothesis: If Use of Self-competency encompasses soft skills; and, if increased soft skills increase college graduate employability; then, undergraduate institutions should increase soft skill curriculum to include Use of Self-competency development.

Background

Globalization, technological advancements, climate change and escalating consumer expectations for increased speed continue to permeate organizations of all sizes around the world. The continuous acceleration of interdependence and integration of economies, societies, cultures, and business occurring through global communication and trade is the current reality (Rosenbusch, 2013). The global environment has not only changed the way business is conducted it has also changed the criteria of employee effectiveness in the way business is conducted: Individuals who can manage complex, changing and ambiguous global environments are critical for an organization's future effectiveness and success (Tarique, 2009).

Historically, technical skill competency and high academic achievement were essential to obtaining employment. However, expanding marketplace innovation and transformation is driving significant changes in employer expectations of four-year college and university graduates. Today, recruiters and employers alike are increasingly concerned about hiring graduates with strong soft skills including communication skills and collaboration skills (Alsop, 2006; Colvin, 2014; Hunter, 2016; White, 2013). While employees who possess both technical

and soft skills are able to effectively and successfully work within organizations (James & James, 2004; Russell, 2014), the ongoing trend is to hire potential employees with highly developed soft skills (Jones, 2016).

Soft skills do not have a universal definition. Marcel Robles (2012) provided one definition, highlighting the Collins English Dictionary definition of soft skills as “desirable qualities for certain forms of employment that do not depend on acquired knowledge: they include common sense, the ability to deal with people, and a positive flexible attitude” (p. 457). Beyond pure definition, current prevailing soft skills are also identified by a multitude of characteristics including interpersonal skills (Klein, et al., 2006); communication skills (Jungsun, 2011; Mitchell, et al., 2010; Parente, 2012); emotional intelligence (Goleman, 1998); and, managing self (Matteson, et al., 2016). Research supports these predominant soft skill characteristics as coveted by employers (Glenn, 2008; Mitchell et al., 2010; Perreault, 2004; Sutton, 2002; Wilhelm, 2004). To date, organization nomenclature regard soft skills as a largely ambiguous term; however, a variety of characteristics are commonly accepted as soft skill identifiers (Chamorro-Premuzic, 2010; Matteson et al., 2016).

There is a great deal of research on the value and importance of soft skills in the workplace (Klaus, 2010; Mitchell et al., 2010; Nealy, 2005). In 2008, researchers found that technical skills contributed to only 15% of one’s success: whereas, 85% of one’s success was attributed to soft skills (as cited in John, 2009). In 2010, researchers determined that 75% of long-term job success depended on people skills, while only 25% was dependent on technical knowledge (Klaus, 2010). Then, in 2016, a research study conducted at a regional state university of 15,000 students demonstrated that soft skills ranked highest among recruiter

preferences (Jones, 2016).

Employers prefer employees who have high soft skills because soft skills are crucial to productive workplace performance. In fact, employers rate soft skills as number one in importance for entry-level success on the job (Robles, 2012; Wilhelm, 2004). Current and future business leaders are emphasizing a fundamental need for soft skill development among new graduates entering the workforce (Nealy, 2005). While many post-secondary institutions continue to teach students traditional technical skills it has become paramount students learn the value, influence, and proper use of soft skills much earlier in their academic programs if they aim to successfully embark on a future professional career (Wellington, 2005).

While research evidences employer demand for graduates with soft skills competency it also exposes the lack of education and preparedness among new graduates in the workplace (Robles, 2012). In 2013, a study of 1,000 hiring managers found that “fewer than two in five managers believed college graduates were well-equipped for a job in their field of study” (Harris Interactive, 2013, p. 3). In 2014, Bentley University published its *Prepared U Project* (Bentley University, 2014a). The study consisted of 3,100 respondents from nine stakeholder groups ranging from high school upperclassmen to college students, to members of the public, business industry, and higher education. *Prepared U Project* researchers’ found “more than six in ten business leaders claimed that recent college graduates harmed their daily business productivity function due to a lack of preparedness” (Bentley University, 2014a). A McKinsey report (Mourshed, Patel, & Suder, 2014) involving over 8,000 people in eight European countries (France, Germany, Greece, Italy, Portugal, Spain, Sweden, and the United Kingdom) found 33% of employers blamed major business problems on the lack of employee soft skills.

Current and future college and university graduates will remain severely underqualified to compete in today's global market unless they gain soft skill proficiency demanded by today's global marketplace. The important tools needed to help develop significant soft skills are "self-awareness, communication skills, empathy, and networking abilities" (Kingsley, 2015 as seen in Cimatti, 2016, p. 106). I would add Use of Self-competency to the list of soft skill development tools. Use of Self-competency is an extraordinary soft skill development tool because it embraces a majority of soft skill characteristics employers' desire including strong interpersonal skills, effective communication skills, high emotional intelligence, and impressive self-management skills.

Use of Self is defined by Jamieson, Auron and Shechtman (2010) as "the conscious use of one's whole being in the intentional execution of one's role for effectiveness in whatever the situation is presenting" (p. 5). For decades, the Organization Development, management, and leadership fields have acknowledged and utilized Use of Self-competency (Cheung-Judge, 2001; Culbert, 1967; Goffman, 1959; Seashore, Shawver, Thompson, & Mattare, 2004; Shapiro, 1976). Use of Self-competency is the core element in how Organization Development consultants are successful in executing their intended roles. It is built on our awareness of "who we are, clarity of our intentions, consciousness to the situation, our choices, and managing ourselves purposefully in acting" (Jamieson, 2016, slide 13).

Use of Self has also produced successful outputs in the social work and psychology fields for years (Caddigan, 2008). Among social work practitioners, Use of Self-competency is defined as the social workers' honesty (Davies, 1994), genuineness and self-awareness during interaction (Edwards, 1998), as well as mindfulness of one's self (Dewane, 2007).

If undergraduate students master Use of Self-competency during their undergraduate years, they should enter the workforce with exceptional soft skills – specifically, stronger interpersonal communication skills. Better soft skills will produce better employees, which in turn should produce better business results.

Additionally, students with high Use of Self-competency have great potential to not only become highly effective employees, but highly effective future organization leaders. Use of Self-mastery should result in the seamless integration and execution of knowledge, technical skill, and interpersonal skill, effectively satisfying employer expectations and developing emerging leaders within respective organizations.

Statement of the Problem

“The fact that there is a gap between what students are learning and what future employers need from our graduates tells us that higher education needs to pay closer attention to workforce preparation” (U.S. Congressional Document, 2005, p. 25).

College and university undergraduate students are graduating universities without the skills required by current employers (Bentley University, 2014a). Recent college graduates, known as the millennials (Brack, 2012), “will comprise up to 75% of the U.S. workforce by 2025” (Hais & Winograd, 2014, p. 2). This skills deficit among college and university graduates presents a variety of disproportionate and critical organization and economic issues.

First, four-year college and university graduates with deficient soft skills present a current employability issue in the current domestic and global marketplace. “With the unprecedented economic developments in Asia and the dramatic changes rattling through many industries, companies need to ensure they are ready to embrace the disruptions and fend off

potential skills gaps and talent shortages” (The Economist, 2016, p. 4). In 2010, a research article, *Employability Awareness Among Malaysian Undergraduates*, found employers insist on hiring employees with substantial interpersonal skills, dependability, teamwork, self-management and other soft skills (Shafie & Nayan, 2010).

And, yet, while employers seek potential hires who possess strong soft skills, the shifting labor market and law of supply and demand requires young professionals to fill the roles of approximately 10,000 Baby Boomers (born between 1946 and 1964) retiring each day (Investopedia, 2017). Hiring ill-prepared graduates to fill the changing labor market precipitates the growing, cyclical problem of sub-par post-secondary education. Even more importantly, jobs once filled by Baby Boomers operating within an organization silo are now often compulsory cross-functional, matrixed teams connected to various global processes, customers, supplies, vendors, liabilities, and financial markets. Just imagine the potential positive and negative effects any one individual could have on the internal and external economic, health, and welfare of the organization. Therefore, it is vital employers hire individuals with highly developed soft skills such as integrity, communication, and flexibility to ensure effective organization operations (James & James, 2004; Mitchell, Skinner, & White, 2010; Zehr, 1998).

Second, four-year college and university graduates with deficient soft skills pose a future obstacle to effective organization teamwork and collaboration efforts. Reich (1992) identified three categories describing work in the emerging global economy, suggesting that these three categories would account for three out of four jobs in the United States. The categories included routine production work, in-person work, and symbolic-analytic services (Reich, 1992).

Routine production was estimated to make up 25% of American jobs while in-person

work would make up 30% of American jobs and would grow expediently (Reich, 1992). In 1995, Lawler, Mohrmann, and Ledford reported that 68% of Fortune 100 companies were using teams, even in the production/manufacturing sector, indicating that working with others was extremely important. Reich's final employment category, symbolic-analytic services would comprise 45% of American jobs and would require employees to communicate and collaborate with one another to solve problems (Reich, 1992). Because soft skills help individuals manage human issues and include characteristics such as communication, teamwork, leadership, conflict management, and ethics (Azim et al., 2010), individuals who do not master soft skills will ultimately hinder organization teamwork, communication, and discourage collaborative environments (Cimatti, 2016).

Third, four-year college and university graduates with deficient soft skills pose a serious threat to future effective leadership. Leader quality is a key driver of strategy, competitive advantage, and long-term growth. In a 2011, a Bersin & Associates study found more than half of organizations reported their businesses lacked talented leadership (Freifeld, 2013). The study also reported "...that companies with the highest quality leaders were 13 times more likely to outperform their competition in key bottom-line metrics such as financial performance, quality of products and services, employee engagement, and customer satisfaction" (Freifeld, 2013, p. 16+). Leaders must possess soft skills to lead (Bartram, 2005; Forgei, 2010; Gentry & Sparks, 2011; House, 2004; Kaiser, 2005; Northouse, 2012; Swierczek, 2014).

Purpose of the Study

The purpose of this quantitative study is to explore if, and to what level, undergraduate students from the University of St. Thomas possess Use of Self-competency.

Foremost, data derived from this research may further explain current undergraduate soft skill deficiency as well as help identify potential educational opportunities to incorporate Use of Self-competency training among soft skills development within undergraduate curriculum.

Second, I hope this research will test my hypothesis that graduates who master Use of Self-competency will possess a unique - and much needed - competitive advantage for their person, their educational institution, and their future organization.

Finally, I hope this research will serve as core research for future development of undergraduate Use of Self-competency studies at colleges and universities nationwide as well as supplementary research to support mastery of Use of Self-competency for any employee across industries, organizations, and the globe.

Significance of the Study

This study will contribute to the growing scholarly research and literature on employee development, organization education and training, management education, business education, leadership education, and the Organization Development field including strategic organization design, organizational culture, and change management.

This research could potentially transform college and university education by evidencing a need for the promotion and inclusion of Use of Self-competency development as a foundational element in the larger soft skill development among college and university students.

Undergraduate institutions that implement Use of Self-competency training, succinctly increasing soft skills proficiency, will establish their competitive advantage. Moreover, their students will have increased competitive advantage and employability. The global marketplace is gorged with competition for better pricing, better vendors, better logistics, better efficiency,

better products, better solutions, and better employees. If individuals, institutions and businesses want to be successful in today's market, they must seek unique strategies such as Use of Self-competency development opportunities.

Additionally, this research may revolutionize MBA graduate education programs, graduate programs generally, and pre-professional leadership training by shifting the focus of the abovementioned programs from strict technical skill training to a combination of hard skill and soft skill development. Increased soft skill education focusing on Use of Self-competency development coupled with traditional hard skill curriculum should produce highly effective, in-demand employees.

Finally, data from this study could support Organization Development work as well as the work of management and business consulting industries. Research supporting a strong connection between mastery of Use of Self and soft skill proficiency, particularly interpersonal communication, for an undergraduate population could promote extensive college and university curriculum modification. Potential curriculum modification could include soft skill learning with concentrated Use of Self-competency training. Young professionals with requisite soft skills and Use of Self-competency could better serve themselves, their peers, their employers, and their organization with heightened self-awareness, social awareness, decision-making and effective action. Employee mastery of Use of Self-competency could result in less human issues, which allows consultants to focus attention on alternative organizational problems.

Research Question

The central guiding research question is: What level of Use of Self-competency do undergraduate students at the University of St. Thomas possess?

Sub-questions include:

- (1) Is Use of Self-competency higher among female or male undergraduate students?
- (2) In which degree programs does Use of Self-competency show up highest among the undergraduate students?
- (3) Is there a difference in Use of Self-competency by academic level: freshman, sophomores, juniors, or seniors?
- (5) Are there any distinguishing factors to determine why some college students possess higher Use of Self-competency than others do?

Definitions of Key Terms

The following terms are used in this study; meanings were defined based on their usage in the context of this study:

21st century skills: “Encompasses a wide-ranging and amorphous body of knowledge and skills that is not easy to define and that has not been officially codified or categorized. While the term is widely used in education, it is not always defined consistently, which can lead to confusion and divergent interpretations. In addition, a number of related terms—including soft skills, cross-curricular skills, cross-disciplinary skills, interdisciplinary skills, transferable skills, transversal skills, non-cognitive skills, *and* soft skills, among others—are also widely used in reference to the general forms of knowledge and skill commonly associated with 21st century skills” (The Glossary of Education Reform, 2016).

Applied skills: See also *21st century skills* (The Glossary of Education Reform, 2016)

Communication skills: “Verbal, written, and listening skills that encourage

effective interaction with a variety of individuals and groups to facilitate the gathering, integrating, and conveying of information” (Evers, Rush, & Berdrow, as cited in Arensdorf, 2009, p. 13).

Competencies: “Characteristics such as ‘knowledge, skills, aspects of self-image, social motives, feeling and acting’, which are demonstrated by an individual to achieve the desired performance goal within an organization” (Dubois et al., 2004; Sambhedna J, 2014). They may also be defined as “underlying characteristics of a person ... such as motives, traits, skills, aspects of one’s self-image or social role, or bodies of knowledge which he or she uses” (Boyatzis, 1982, p. 21), represent the knowledge, skills, and abilities needed for occupational success (McClelland, 1973).

Hard skills: Referred to as technical, generic, and vocational skills (Dixon et al., 2010; Hargis, 2011).

Interpersonal skills: “When individuals increasingly predicate their behavioral choices during interactions on psychological level knowledge, that is, knowledge about the unique personal characteristics and history of their partners, their interactions become more interpersonal and less impersonal (Miller & Steinberg, 1975 as cited in *Interpersonal Communication*, Berger Ed).

Self-awareness: For purposes of this study, self-awareness is a skill in recognizing and identifying an individual’s own strengths and weaknesses, feelings and emotions, and understanding how they may affect one’s performance (Beland, 2007).

Self-management: The ability to “assess self accurately, set personal goals, monitor progress, and exhibit self-control” (Bates & Phelan, 2002, p. 125).

Social-awareness: The ability to read other person's cues, work to understand those cues, and appropriately respond to their feelings (Frey, Hirschstein, & Guzzo, 2000, p.102-112).

Soft skills: "The nontechnical traits and behaviors needed for successful career navigation" (Klaus, 2007, p. 1). Klaus (2007) further suggested that soft skills include "personal, social, communication, and self-management behaviors" (p. 2). Robles (2012) defined soft skills as "character traits, attitudes, and behaviors—rather than technical aptitude or knowledge. Soft skills are the intangible, nontechnical, personality-specific skills that determine one's strengths as a leader, facilitator, mediator, and negotiator." Most notably for purposes of this study, soft skills:

"...are interpersonal skills that demonstrate a person's ability to communicate effectively and build relationships with others in one-on-one interactions as well as in groups and teams. Skills include listening and responding in a receptive way to others' points of view; cooperation, and the ability to be flexible and take positive action in situations that require understanding of the circumstance, environment, and the culture of the person, organization, team, or family in which specific interactions occur (Kamin, 2013, p. 12).

Technical skills: Also known as hard skills; defined as specific tasks necessary for successful job completion (Hargis, 2011).

Traditional students: Traditional students are within the age range of 18 and 24 years and enrolled in fulltime studies at the college level (Arnaud, 2013, p. 20).

Undergraduate student: "A student in a university or college who has not received a first, especially a bachelor's, degree" (Dictionary.com, 2017).

Use of Self: "The conscious use of one's whole being in the intentional execution of

one's role for effectiveness in whatever the situation is presenting," (Jamieson, Auron & Shechtman, 2010, p. 5).

Assumptions

First, since all University of St. Thomas undergraduate students who took the quantitative survey in February 2018 are currently enrolled students at the university, it is assumed participants will graduate between May 2018 and May 2021 and enter the workforce between shortly thereafter.

Second, since all University of St. Thomas undergraduate students who took the quantitative survey in February 2018 received the quantitative survey invitation via their university email with assurances of anonymity and confidentiality, it is assumed participants were truthful in their survey responses.

Third, since all University of St. Thomas undergraduate students who took the quantitative survey in February 2018 were given the option to voluntarily complete the survey with no incentive or benefit for participation or opt out of completing the survey, it is assumed survey respondents completed the survey of their own free will.

Limitations

There are a number of limitations to this research study.

1. Sample size. This mixed methods research study obtained data from only one undergraduate institution, the University of St. Thomas. The University of St. Thomas is a private, regional university located in the Twin Cities metropolitan area in the state of Minnesota. The University of St. Thomas has approximately 6,199 undergraduate students (www.stthomas.edu). There were no other undergraduate

- populations represented in this study.
2. Geographic and demographic sample characteristics. This mixed methods research study obtained data from only one undergraduate institution, the University of St. Thomas so it lacks extensive geographic and demographic diversity. As of 2018, the University of St. Thomas undergraduate population is comprised of 54% men and 46% women. Approximately 15% of the undergraduate population is students of color. There are 162 international undergraduate students (www.stthomas.edu). There was a limited geographic and demographic diversity among the population represented in this study.
 3. Degree-specific sample characteristics. This mixed methods research study obtained data from only one undergraduate institution, the University of St. Thomas, which is primarily a four-year college and grants bachelor's degrees to its graduates. The population researched represented a small segment of all post-secondary education in the United States.
 4. Participants' familiarity with the research topic. This mixed methods research study obtained data from only one undergraduate institution, the University of St. Thomas. A majority of study participants may be unfamiliar with the research topic. Therefore, the sources of their responses might reflect individual perceptions rather than grounded theory.
 5. Self-assessment. This mixed methods research study used the Use of Self Questionnaire to obtain survey data. The Use of Self Questionnaire is a self-reporting instrument. Therefore, participant responses were based on individual's self-

perception of himself/herself and may not be completely accurate or synonymous with his/her actions.

Delimitations

1. Participants' familiarity with the research topic. A minority of study participants may be familiar with the research topic. Therefore, the sources of their responses might reflect previous knowledge obtained through previous education, profession, or life experience.

Summary

There is a widening skills gap between undergraduate soft skill competency and employer demand for graduates with soft skill proficiency. This widening skills gap is a major problem for employers. As new college and university graduates exit their post-secondary institutions and enter the workforce, employers are then, forced to retrain new hires and/or bear the exorbitant costs of employees with soft skill deficiencies. Such soft skill deficiencies lead to miscommunication, lack of collaboration, and wasted time, ultimately resulting in decreased productivity and decreased profit.

Employers demand students have high soft skill proficiency upon entering the workforce. Yet, many undergraduate institutions are not adequately educating their students in soft skills. Because most former educational models do not include soft skill development, I propose a new soft skill development platform, Use of Self-competency. Use of Self-competency is a unique competency encapsulating soft skill characteristics such as interpersonal communication, self-awareness, the ability to relate to others, social awareness, collaboration, the ability for cultural

sensitivity, emotional intelligence, and the ability to make decisions and take action after considering the technical, environmental, and human side of the situation.

Use of Self-competency is a skill that can be learned and practiced in any undergraduate field of study and in any institution. I believe a strategic focus on Use of Self-competency throughout undergraduate curriculum will produce young professionals who exceed employer soft skill expectations and are prepared to undertake 21st century organizational opportunities and challenges.

Chapter II

Introduction

In recent decades, the U.S. economy has shifted from an industrial, manufacturing economy into a service and knowledge economy (Drucker, 1993; Smith, 2013).

As the structure of the U.S. economy has shifted from an industrial economy to a postindustrial service economy, new skill requirements have emerged. In general, the demand for specific academic and vocational skills have been augmented with a growing need for general skills – including learning, reasoning, communicating, general problem-solving skills and behavioral skills. (Smith, 2013, p. 493)

With a constantly changing workplace adapting to these changes businesses have in turn looked to higher education institutions to develop students who possess professional skills necessary to serve as effective and efficient organization members (Cress, 1996; Fischer, 2013; Zehr, 1998).

New post-industrial jobs in industries like business, education, health care and office service jobs require high levels of interpersonal and problem-solving skills because the work itself requires high levels of human interaction and personalized communication when responding to consumer's needs (Smith, 2013). These same types of behavioral skills are critical to the technology and manufacturing industries as well, because while technology handles processing tasks, employees must manage the interpersonal communication and interactions with clients (Reich, 2012; Smith, 2013).

Historically, technical skills, also known as hard skills, (Robles, 2012) were the only skills necessary for employment, but today's organizations are showing that technical skills are not enough (James & James, 2004). Because soft skills are imperative for today's effective

workplace performance, business leaders are emphasizing, in fact seeking, development of soft skills (Nealy, 2005).

There has been a plethora of research on the importance of soft skills in organizations (Klaus, 2010; Maes, Weldy, & Icenogel, 1997; Mitchell et al., 2010; Nealy, 2005). A 2008 study evidenced that hard skills contributed to 15% of an employee's success, whereas 85% of success was due to an individual's soft skills (as cited in John, 2009). A study in 2010, found 75% of long-term job success was dependent on human skills, while only 25% of success was dependent on technical skills (Klaus, 2010). Employers want employees with strong soft skills because soft skill proficiency produces individual and, subsequently organizational success.

In 2012, Marcel Robles conducted a study to determine what soft skills employers most desired from their employees (Robles, 2012). The study found "executives overwhelmingly indicated that integrity and communication were the top two soft skills needed by employees in today's workplace" (Robles, 2012, p. 455). All 57 (100%) of the executives indicated that integrity and communication were very important or extremely important; over 84% of respondents said that courtesy was an extremely important skill; and, 71.9% and 61.4% respectively, rated responsibility and interpersonal skills as extremely important (Robles, 2012, p.455) (see, Table 3).

In late 2012, Aquent, a global staffing company surveyed their clients asking them what they thought were the most important employee soft skills (Freifeld, 2013). Almost overwhelmingly, clients stated they sought potential employees with organizational, project management, and communication skills (Freifeld, 2013). In 2013, Adam Smith produced a list of skills he felt all employees should possess in the workplace: knowing how to learn, creativity,

critical thinking, group effectiveness, interpersonal communication, ability to negotiate, teamwork, influencing skills such as organizational effectiveness, leadership, and personal management skills (Smith, 2013). In 2016, a paper released from the Economist Corporate Network said it had become obvious that skills required for the future were soft skills, including problem solving, collaboration and people management (*The Economist*, 2016).

Table 3

Executives perceptions of soft skill attributes in today's workplace

Attribute	% agreed with importance of attribute
Integrity	93.00%
Communication	91.20%
Courtesy	84.20%
Responsibility	71.90%
Interpersonal skills	61.40%
Professionalism	47.40%
Positive attitude	45.60%
Teamwork skills	43.90%
Flexibility	42.10%
Work ethic	36.80%

Note. N = 57 executive respondents. Adapted from “Executive perceptions of the top 10 soft skills needed in today’s workplaces,” by M. Robles., 2012, *Business Communication Quarterly*, 75(4), 453-465. doi:10.1177/1080569912460400.

Employees with high levels of soft skills are significant organizational assets because they are (a) highly productive and effective employees and (b) they exist in the organization as a living, breathing competitive advantage in today’s volatile, rapidly changing marketplace. Employers desire employees with high levels of soft skills to achieve maximum strategic advantage. Additionally, employers need employees with soft skill proficiency because employees who lack soft skills, specifically communication skills, cost organizations billions of dollars each year.

In 2011, David Grossman surveyed 400 U.S. and U.K. corporations with over 100,000 employees each and found that poor communication or misunderstandings cost companies approximately \$37 billion a year; this equates to approximately \$62.4 million per company per year (Grossman, 2011). Misunderstandings were defined as actions or errors of omission by employees who misunderstood or were misinformed about company policies, business processes, job function or a combination of the three (Grossman, 2011). A research study on hospital industry expenses revealed that poor communication in U.S. hospitals cost the nation \$12 billion a year (Agarwal, Sands, & Schneider, 2010). According to an SIS International Research study, the annual cumulative cost of productivity loss resulting from communication barriers was more than \$26,000 per employee (Integrity Solutions, 2015). Moreover, the SIS International Research study found businesses that employed least 100 employees spent an average downtime of 17 hours a week clarifying communications; this equates to more than \$530,000 per year of productivity loss (Integrity Solutions, 2015).

Deficient communication remains an excessive cost to an organization's bottom line. A qualitative study published in the Harvard Business Review interviewed 83 executives, asking them to put a price on the amount their company lost daily due to a range of people issues including unproductive conflict, ineffective interpersonal communication, and poor leadership (Menon & Thompson, 2016). On average, the executives estimated financial waste of over \$7,000 per line item per day, totaling approximately \$53 million of waste per year (Menon & Thompson, 2016). Conversely, effective communication produces effective business results. In 2010, a Towers Watson study found that companies with highly effective communication practices had 47% higher total shareholder returns than companies with less effective

communication practices (Towers Watson, 2010). The literature – and the market - supports the growing need for potential employees proficient in soft skills. Below, is an example from Shahi Exports highlighting just how valuable employee soft skills can be to an organizations' bottom line.

In 2016, Achyuta Adhvaryu, assistant professor of business economics and public policy at the University of Michigan's Ross School of Business sought to understand whether providing soft skills to female garment workers in India would improve workplace outcomes (Banerjee, 2018). Adhvaryu, along with co-authors Namarata Kala of Harvard University and Anant Nyshadham of Boston College, partnered with Shahi Exports, the largest ready-made garment exporter in India, whose clients included Gap Inc., JC Penney, Walmart, and Target among others (Banerjee, 2018). Through training, the researchers aimed to empower female workers with a general training of soft skills, including increased communication, time management skills, problem-solving skills, and decision-making processes (Banerjee, 2018). The study found increased productivity gains and increased employee retention equal to 256% net return on the training investment (Banerjee, 2018).

Interestingly, while research supports employer demand for employees with soft skills competency, it also demonstrates an unfortunate reality where students pursuing post-secondary degrees at U.S. four-year colleges and universities are all too often graduating with a severe lack of requisite soft skills expected by employers and needed within today's organizations.

In 2013, the St. Louis Community College: Workforce Solutions Group reviewed Adam Smith's work and found a lack of interpersonal communication skills, critical thinking skills,

and, general business knowledge were the highest-ranked shortcomings of recent graduates (St. Louis Community College: Workforce Solutions Group, 2013).

In 2009, Michael Kemp published an article *Skills Employers Want and New Graduates Lack: Bridging the Gap* (2009) emphasizing employers need for employees who can work together and get things done but find these skills extremely inadequate in many college graduates (Kemp, 2009). Kemp's article also asserted college graduates' poor writing skills and indicated a growing industry desire for stronger communication skills (Kemp, 2009). Further, Kemp noted that employers found new graduates to lack professionalism, maturity, business etiquette, knowledge of proper attire, ability to meet deadlines, and realistic career goals (Kemp, 2009).

Then, in 2010, Hart Research Associates interviewed 302 employers and found that only 25% of employers surveyed believed colleges and universities were preparing students to meet challenges of the global economy (Hart, 2010). Because recent college graduates lacked soft skills necessary to fill current job openings, employers remained hesitant to hire new graduates who would depend on employer training to fill their skills void – a practice that employers argue is a waste of their financial and human resources (Hais & Winograd, 2014).

Undergraduate education's purpose is to educate students with both theoretical knowledge and practical skills necessary to enter the workforce and gain “economic, physical, financial, human, intellectual and cultural capital” (Schultz, 2008, pp. 71-72).

The universities' mission of spreading knowledge among younger generations implies that, in today's world, they must also serve society as a whole; and that the cultural, social and economic future of society requires, in particular, a considerable investment in continuing education. (Lay, S. & Observatory of the Magna Charta Universitatum)

The above statement involves the idea that educational institutions not only have the responsibility to develop a student's capacity to learn technical skills but a duty to develop a student's soft skills as well. Establishing the delicate balance between the right amount of hard skill knowledge and soft skill expertise will ultimately create highly effective organizational citizens who positively participate in their workplace and for the greater good of society (Morandin, 2015 as cited in Cimatti, 2016). Yet, students continue to graduate from U.S. four-year colleges and universities lacking soft skills necessary to function in today's organizations. Therefore, the argument for post-secondary institutions to modify their curriculum is compelling: Educational institutions must increase soft skill development to align with the changing organizational landscape and employer demand (Freifeld, 2013; Wellington, 2005).

Below, I have separated the literature review into four sections for ease of understanding and clarity. In section one, I discuss the problem at hand. Here, I highlight employer demand for college graduates with heightened soft skill development; I will also provide a summary of four-year college and university undergraduate educational objectives. In section two, I discuss the demand for a solution to the problem. Here, I provide the history, benefits and relationship between soft skills generally and interpersonal communication specifically. In section three, I discuss a plausible solution to the problem. Here, I outline the history and benefits of the Use of Self-competency and its interrelation with interpersonal communication. Finally, in section four, I summarize the literature review.

The Problem

What employers require.

Employers believe soft skills development should be part of undergraduate education

standards and that graduates should be soft skill proficient.

Rubin and Morreale (1996) argued college graduates must possess skillsets blending knowledge, skills and attitudes to fit current market demand. They also highlighted employers' need for employees with behavioral flexibility or adaptability, reasoning, and audience analysis (Morreale, 1996). Employers also seek new hires with interpersonal communication-relevant skills including the ability to take in information from a variety of sources, analyze the information, and share the information using appropriate emotional and psychological messages to influence attitudes and actions within the organization (Treadwell, 1999).

Although there is widespread recognition of the need to develop both generic and subject-specific skills, a growing number of researchers emphasized the importance of generic skills, because employability is increasingly equated with 'being flexible and adaptable in the workplace', suggesting that individuals should possess 'key transferable skills. (Azevedo, Apfelthaler, & Hurst, 2012. p.14)

A comprehensive qualitative research study by Azevedo, Apfelthaler, & Hurst (2012) obtained data from 25 business graduates and 14 employers. They found that "both employers and recent graduates agreed that business knowledge alone was not sufficient to prepare students for their future careers" (Azevedo, Apfelthaler, & Hurst, 2012, p. 17). The study also evidenced employer and graduate recognition of a 'well-rounded education' and development of eight important competencies: "Influencing and Persuading; Teamwork and Relationship Building; Critical and Analytical Thinking; Self and Time Management; Leadership; the Ability to see the bigger picture; Presentation; and, Communication" (Azevedo, Apfelthaler, & Hurst, 2012, p. 17).

In 2006, a collaborative effort between The Conference Board, Corporate Voices for

Working Families, the Partnership for 21st Century Skills, and the Society for Human Resource Management conducted a study entitled *"Are They Really Ready to Work?"* (Casner-Lotto, 2006). The study focused on identifying attributes of a successful employee in the 21st century workplace, and addressed employment readiness of new high school graduates, two-year program graduates, and four-year-college graduates with regard to employability attributes (Casner-Lotto, 2006). Over 400 U.S. employers took the survey including human resource executives and other senior team members. Of those surveyed, the employee attributes rated as "most important" were: "professionalism / work ethic, written and oral communication, teamwork / collaboration, critical thinking, problem solving, and ethics / social responsibility" (Casner-Lotto, 2006, p. 9).

In 2009, Roger Ingbretsen's study found employers sought graduates who had verbal and written communication skills, strong work ethic, the ability to work well in teams, and analytical skills (Ingbretsen, 2009). In 2013, Ed Gordon, author of *Winning the Global Talent Showdown* and *Future Jobs: Solving the Employment and Skills Crisis*, argued that career training from primary school through college should be completely revamped (Gordon, 2013). People do not have the liberal arts education, adequate thinking skills or specific career training needed in today's technological world (Freifeld, 2013).

Senior fellow in Research & Innovation at the Center for Creative Leadership, Ellen Van Velsor, found that current educational curriculum is not well aligned with the skills businesses need stating, "while undergraduate business administration and MBA programs provide students with a variety of technical skills, leadership and other soft skills are virtually absent in many programs" (Freifeld, 2013). A survey of senior executives by the Center for Creative Leadership

evidenced the five most important leadership competencies desired in people entering the workforce today as communication skills, self-motivation, learning agility, self-awareness, and adaptability (Freifeld, 2013). Van Velsor reported, “while the managers we surveyed are impressed with the incoming generation's technology savvy, they see younger workers as overly dependent on technology for communication and less skilled or willing to communicate face to face” (Freifeld, 2013).

Higher education objectives.

Employer-based training is a crucial element of US human capital development system. Together, formal and informal training by employers represent \$454 billion (30% of spending): \$313 billion on informal training and \$141 billion on formal training. By comparison, the United States spends \$380 billion on higher education, which largely consists of formal education programmes at colleges and universities, and other post-secondary institutions. (Carnevale & Smith, 2013)

Increased global competition, merging diverse workforces, and changing customer needs are driving employers to demand increased emphasis on outputs and learning outcomes such as soft skill knowledge and competencies from undergraduate institutions. Interestingly, while the U.S. higher education system has been in place for over 100 years, the system remains very similar to its medieval ancestors (Burgen, 1996).

What was impressive about American higher education at the end of the century is not how much it differs from the system that existed at the turn of the century, but how similar it is in basic structures, diversity, mission, governance and finance. (Burgen, 1996, p. 27)

Strangely, American higher education has not changed over the past century to keep up with the environmental, economic, political, organizational or labor changes. Consequently, higher education has faced extreme pressure to provide new classroom trainings to develop soft skills for the future in addition to technical skills of the past (Kemery & Stickney, 2014; Loughry et al., 2014; Navarro, 2008).

University higher education began nearly 400 years ago with colleges such as Harvard (1636), William and Mary (1693), and Yale (1701) created to educate the clergy (Schultz, 2008). In the 1800s, the purpose of higher education was to teach universal knowledge (Schultz, 2008). By the mid-1900s, universities were institutions serving multiple purposes; and were viewed as having four main roles: “research, teaching, professional education, and enculturation” (Schultz, 2008, p. 69). In 1963, the Robbins Committee identified four objectives of higher education summarized as: “(a) instruction in skills for employment; (b) promoting the general powers of the mind; (c) advancing learning; and, (d) transmitting a common culture and common standards of citizenship” (Schultz, 2008, p. 71).

When asked what college graduates are learning today, sociologists Richard Arum and Josipa Roksa answered “not much” (Arum, 2011). Arum and Roksa researched more than 2,300 undergraduate students across the United States in a four-year longitudinal study, and found that 36% of college students showed no significant improvement in critical thinking, complex reasoning or writing by the time they graduated (Text, 2011). Arum and Roksa also found that freshman who entered higher education at the 50th percentile only reached a level equivalent to the 57th percentile by the end of their sophomore year (Text, 2011).

A variety of college professors and presidents reviewed Arum and Roksa’s research

offering their opinions of the findings including Howard Gardner, professor at Harvard's Graduate School of Education. Gardner said the study

Underscores the need for higher education to push students harder...No one concerned with education can be pleased with the findings of this study. I think that higher education in general is not demanding enough of students – academics are simply of less importance than they were a generation ago. (Rimer, 2011)

Their report also found that “students majoring in business, education, social work and communications showed the least gains in learning” (Rimer, 2011).

“Questions remain as to how well institutions of higher education prepare graduates to meet the challenges, in constantly evolving and demanding work environments” Azevedo et al., 2012; Hill et al., 2003; Rubin & Dierdorff, 2009). The emphasis on learning outcomes reflects a larger, ideological shift concerning the role of universities increasingly perceived as serving the knowledge-based marketplace (Moskal, 2008). Market shifts continue to force employers to hire employees who possess knowledge beyond technical skills; soft skill competency development has become a priority for higher education (Azevedo, 2012). “The future U. S. workforce is here—and it is woefully ill-prepared for the demands of today's (and tomorrow's) workplace” (The Conference Board, 2006, p. 9).

The Demand

Soft skills.

The term “soft skills” originated in the 1960s and 1970s (Kamin, 2013). At that time, soft skills were generally associated with competencies such as listening, empathy, interpersonal communication, team building, group dynamics, sensitivity to others, compassion, integrity, and

honesty (Kamin, 2013). Soft skills have been more recently defined as

Interpersonal skills that demonstrate a person's ability to communicate effectively and build relationships with others in one-on-one interactions as well as in groups and teams. Skills include listening and responding in a receptive way to others' points of view, cooperation, and the ability to be flexible and take positive action in situations that require understanding of the circumstance, environment, and the culture of the person, organization, team, or family in which specific interactions occur. (Kantrowitz, 2005)

Of late, many businesses have brought soft skills into the foreground recognizing them as a major factor in organization success in the global economy (Kamin, 2013). The importance of soft skills has also been acknowledged in a variety of occupations such as managers (Boyatzis, 1982) and entry-level workers (Holzer, Stoll, & Wissoker, 2004), across cultures (as cited in Nonaka & Johansson, 1985), and across pay levels (as cited in Strauser, Waldrop & Ketz, 1999).

Soft skills involve human interaction. Soft skills require self-awareness, social awareness, and the ability to recognize, understand, and meaningfully make decisions and take action in any situation. The literature evidences an abundance of soft skills definitions. For purposes of this research study, I focus on the specific soft skill development of interpersonal communication for three reasons (a) interpersonal communication has a strong human relationship component, (b) the act of communication itself is the core of interpersonal communication, and (c) interpersonal communication fuses human relations with effective communication.

Interpersonal skills, also recognized as a characteristic or alternative definition of soft skills, positively affect job performance (Argyris, 1962). Although interpersonal communication have been associated with performance effectiveness (Conrad, 1985), other interpersonal-

specific actions such as facilitating, coaching, and coordinating with others are being recognized as important functions of interpersonal communication (Ferris et al., 2000).

Interpersonal communication is a two-way communication in which two people connect through the mutual activity of meaning creation (Trenholm & Jensen, 2011). Interpersonal communication creates a relationship between two people (Carroll, 2013). This relationship results from the two parties' cooperation (Spitzberg & Cupach, 2011), trust (Miller & Steinberg, 1975), and mutual respect (Spitzberg & Cupach, 2011).

Interpersonal communication grew from general theories of communication itself (Cappella, 1991; Heath & Bryant, 1992; Thomlison, 2000). Strong verbal and written communication skills remain a foundational competency for all types of employment and leadership positions (House, 2004; Kaiser 2005; Northouse, 2012). However, more recently, employers are requiring their employees master interpersonal communication because it allows people to communicate with others as unique individuals with unique behaviors, motivations, hopes, skills, and backgrounds (Miller & Steinberg, 1975).

Interpersonal communication is a special soft skill because it expressly necessitates individuals display appropriate, effective behavior in any given situation and communication relationship (Spitzberg & Cupach, 2011). In the book *Interpersonal Communication*, Peter Hartley (1999) defines interpersonal communication as having three key characteristics (a) communication from one person to another, (b) communication which is face-to-face, and (c) communication where both the form and content reflect the unique characteristics of the individuals as well as their roles and social relationships (Hartley, 1999, p. 20).

In 2012, interpersonal communication was classified as the most important business

communication competence (Waldeck, Durante, Helmuth, & Marcia, 2012). In a study to determine current perspectives on business communication competence, researchers conducted a content analysis of the top 10 best-selling magazines in the business management category including: *Forbes*, *Fast Company*, *Harvard Business Review*, *MIT Sloan Management Review*, *Training*, *T & D*, *Entrepreneur*, *Inc.*, *HR Magazine*, and *Business Week* (Waldeck, Durante, Helmuth, & Marcia, 2012). In a longitudinal study from January 2005 to June 2010, researchers analyzed 347 print-only articles; identifying 625 communication skill descriptions coded and categorized into six business communication competencies (Waldeck, Durante, Helmuth, & Marcia, 2012) (see Table 4).

Beyond research benefiting employers, the competency of interpersonal communication is also at the forefront of leadership research, specifically leadership personality and behavior studies. Interpersonal communication is relevant as a potential organization employee or a future leader.

In 2002, Judge et al. conducted a meta-analysis of 78 leadership and personality studies. Their research team found a strong relationship between the generally agreed upon Big Five personality factors and people in leadership positions (Judge et al., 2002). The Big Five personality factors included neuroticism, extraversion, openness, agreeableness and conscientiousness, and effective leadership (Northouse, 2012, p. 27). In 2003, Hogan and Warrenfeltz analyzed every existing competency model published to date; organizing each competency into The Domain Model of Competencies, which identified four broad competency classes: intrapersonal, interpersonal, business and leadership (Kaiser, 2005, pp. 172-173) .

In 2004, Kurz, Bartram, and Baron reviewed 112 competencies from the many leadership

Table 4

Study of business communication competencies in a business management article review

Competencies, examples of competencies	<i>n</i>	%
Relationship and interpersonal competency	191	31%
Civility		
Conflict management		
Small talk		
Conversation management		
Rapport building		
Mediated communication	183	29%
Online interaction etiquette		
Online social networking skills		
Willingness and ability to engage in online training and learning		
Intergroup communication	97	15%
Intergenerational communication		
Intercultural sensitivity		
Communication of enthusiasm, creativity, and entrepreneurial spirit	73	12%
Communicating a positive attitude		
Creativity		
Motivation		
Nonverbal communication	52	8%
Time management		
Use of space		
Dress		
Speaking and listening	29	5%
Facilitation		
Public speaking		
Listening to others' ideas		

Note. N = 625. Adapted from “Communication in a changing world: Contemporary perspectives on contemporary communication” by Waldeck, J., Durante, C., Helmuth, B., & Brandon, M., 2012, *Journal of Education for Business*, 87(4), p. 230-240.

competency models available; aggregating them into the Great Eight Competencies: Leading and deciding, supporting and cooperating, interacting and presenting, analyzing and interpreting,

creating and conceptualizing, organizing and executing, adapting and coping, and enterprising and performing (Bartram, 2005, p. 1187).

While the leadership competency research continued to amass, global leadership competency research began forming its own niche, to include interpersonal communication. In 2002, Mendenhall and Osland categorized existing global leadership literature into six dimensions they labeled as cross-cultural relationship skills, traits and values, cognitive orientation, global business expertise, global organizing expertise, and visioning (Bird, 2010, p. 812). In 2004, GLOBE project researchers determined there were six global leadership styles across diverse cultures: charismatic/values-based leadership, team-oriented leadership, participative leadership, humane-oriented leadership, autonomous leadership, and self-protective leadership (Northouse, 2012, p. 440). GLOBE project researchers also identified a list of universally desirable leadership attributes for global leaders including trustworthiness, intelligence, honesty, encouraging, dependability, communicative, administratively skilled, and excellence oriented among others (Northouse, 2012, p. 448). An individual's ability to develop human relationships and effectively communicate with each other is arguably at the core of all workplace interaction.

The Plausible Solution

Use of self.

Gnothi seauton...the fourth pillar of Greek wisdom is self-knowledge. Self-knowledge is needed in order to choose wisely between the pursuit of excellence and the practice of moderation. Only through an assessment of our personal strengths and weaknesses can we know when it is time to press boldly ahead or pull back. It is for this reason that this

principle was the second to be carved over the entranceway to Apollo's temple at Delphi.

There for all to read were the words *Gnothi seauton*, Know thyself. (Bertman, 2007, p. 79)

Use of Self is defined by Jamieson, Auron and Shechtman (2010) as "the conscious use of one's whole being in the intentional execution of one's role for effectiveness in whatever the situation is presenting" (p. 5).

The Use of Self is the core element in how we know ourselves and how effective we are in successfully executing our intended roles. It is built on our awareness of who we are, clarity of our intentions, consciousness to the situation, our choices, and managing ourselves purposefully in acting. (Jamieson, 2016)

To understand Use of Self, Jamieson, Auron, & Shechtman, (2016) developed a framework highlighting its three core faculties: "seeing, knowing, and doing" (p. 58-60). The faculty of seeing requires an individual to be aware of their surroundings, absorbing as much input as possible utilizing their six senses (Jamieson, Auron, & Shechtman, 2010). By organizing information and drawing inferences from the data, an individual is demonstrating what is called knowing (Jamieson, Auron, & Shechtman, 2010). The final faculty, doing, requires an individual to consider every option before making actionable choices that will benefit those involved (Jamieson, Auron, & Shechtman, 2010). These faculties explain the Use of Self-competency development process. Simultaneously, while individuals are developing their Use of Self-competency through the three faculties, they are also increasing their competency proficiency. Use of Self-competency proficiency is evaluated at three levels: "functionality, efficacy, and mastery" (Jamieson, Auron, & Shechtman, 2010).

Functionality is the initial level where an individual learns what to do and how to operate in terms of basic aspects of seeing, knowing, and doing (Jamieson, Auron, & Shechtman, 2010). The second level is efficacy: a heightened level of proficiency where the individual operates from an increased level of knowledge, sense making, and confidence (Jamieson, Auron, & Shechtman, 2010). The final and highest level of proficiency is mastery; characterized by the seamless integration of a person's cognitive, emotional, cultural, behavioral, spiritual, physical elements and deliberate, thoughtful action (Jamieson, Auron, & Shechtman, 2010). Mastery of Use of Self-competency requires a great deal of self-awareness, social awareness, and self-management when making a decision or taking action.

Self-awareness is the "conscious knowledge about one's beliefs, assumptions, organizing principles, and structure of feelings and their consequences as it pertains to one's day-to-day lived experience" (Natsoulas, 1998; Ryle, 1994). Goleman (2002) defined self-awareness as involving "a deep understanding of one's emotions, as well as one's strengths and limitations and one's values and motives" (p. 40). Self-awareness is crucial to one's ability to communicate and build relationships with others (Goleman, 2006a, b; Whetten, 2007). People with high self-awareness are able to self-monitor and adapt their behaviors to relate more effectively with others (Shivers-Blackwell, 2006). Self-aware individuals are able to see, know, and do efficiently because of their deep personal understanding and acknowledgment of oneself including one's strengths and weaknesses.

Use of Self-competency connects to an individual's proficiency in soft skills because through self-awareness an individual is able to more effectively communicate, collaborate, and

build human relationships by self-monitoring and adapting one's behavior to relate effectively with others (Shivers-Blackwell, 2006) in any situation.

One of the early promoters of a psychological approach to the self was philosopher and physician John Locke (Locke, 1775 as seen in *An Essay Concerning Human Understanding*, Hackett Classics, 1996). Locke understood the self as one's consciousness through a set of orders.

There is first-order consciousness which includes perceiving, thinking, feeling and willing, and there is second-order, reflective, awareness of these events. Awareness of such events is the ability to get in touch with a person's inner dimensions, and is one key to self-development (Locke 1775 as seen in *An Essay Concerning Human Understanding*, Hackett Classics, 1996).

Locke's first-order and second-order of consciousness has distinct similarity to Jamieson, Auron & Shechtman's (2010) see, know and do faculties. Both Locke and Jamieson, Auron & Shechtman highlight the emotionality, sensitivity, and understanding of one's personal meaning, preferences, and vulnerabilities (p. 61). Mee-Yan Cheung-Judge (2001) proffers a complementary definition of self-awareness:

Devoting time and energy to learning about who we are, and how issues of family history, gender and race affect self-perception. It means also identifying and exploring the values by which we live our lives, as well as developing our intellectual, emotional, physical and spiritual capacities. (Cheung-Judge, 2001, p. 12)

Self-awareness is also positively associated with interpersonal communication; research confirms the importance of self-awareness as a key factor in interpersonal relationships and

subsequent organization outcomes (Collins & Porras, 2004; Goleman, 2006a; Pfeffer, 1998). An article in the Journal of Business Ethics titled: *Identity, Self-Awareness, and Self-Deception: Ethical Implications for Leaders and Organizations*, Cam Caldwell (2010) identified six important business implications concerning identity, self-awareness, and self-deception:

- Developing a clear insight into ourselves and how we are perceived is fundamental to establishing effective relationships;
- Identifying a clear understanding of oneself and how we are seen by others provides valuable insight in being able to manage social contracts that exist;
- Conducting a regular personal inventory or self-assessment can be a powerful aid to goal attainment;
- Acknowledging incongruence of our behaviors with our commitments can help organizations avoid destroying trust;
- Understanding the characteristics of self-deception in individual and organizational relationship increases one's awareness of the likelihood of being vulnerable to engaging in self-deceptive behavior; and,
- Examining moral duties enhances an understanding of the breadth of obligations owed to other parties and makes those duties specific (pp. 401-402).

Caldwell's identity implications intersect with the behaviors and intended consequences of practicing effective interpersonal communication and Use of Self-competency including establishing effective relationships, identifying a clear understanding of oneself, managing social contacts, conducting regular self-assessment, acknowledging our behaviors, and examining our duty to others and acting accordingly on those duties.

Social awareness is another key component to Use of Self-competency. Social awareness skills include “recognizing what others are thinking and feeling, empathizing with people different from ourselves, and showing compassion” (Beland, 2007). In the 1960’s, Lawrence Kohlberg, a development psychologist, constructed a six-level theory of human moral reasoning built upon Swiss psychologist and philosopher, Jean Piaget’s earlier work (Selman, 2006). Kohlberg believed that moral development was universal and that individuals progressed through each stage of moral development in sequence but at their own pace, reaching the highest stage of moral development between 15 and 18 years old with the ability to understand one’s own perspective in the context of other’s perspectives (Selman, 2006) (see Table 5).

Interestingly, a much of the literature on social awareness leads back to literature on early childhood development.

In 1971, the Group for the Study of Interpersonal development invented Holly and her social and moral dilemma to study children’s developing capacities to understand and consider others’ social perspectives. Situations that force us to make complex decisions about conflicting principles and loyalties occur in all our lives. Should Holly try to save the kitten of one of her best friends? Or should she obey her father’s request to refrain from taking the risk of climbing the tree thereby leaving the kitten in danger and perhaps also risking damage to a friendship that is important to her? In the 1970’s we asked many children, both boys and girls across a range of ages, what they thought would be the best or right thing for Holly to do – and just as important, why they thought so.

Holly emerged during a period when many theorists and researchers in the field of developmental psychology – myself included – were not primarily concerns with how the

girl, as compared with being a boy, might influence a child's reasoning about social relationships and risks. Nor were we much concerned that Holly was white rather than black or brown, or middle-class rather than poor or rich. At that time, our field focused its scientific investigations on the discovery of the universal aspects of what was then called social cognitive development – the development of a child's understanding of the social world. Recently the focus has shifted to include comparative explorations of the viewpoints of children of particular diverse backgrounds. In the years to come, our research group deepened and broadened its understanding of the social development of children, issues of particularity and diversity would become important areas of inquiry to be integrated into our theoretical framework and psychological practice. (Selman, 2006, p. 13-14)

The study in 1971 provides an interesting synopsis of the child's internal thought process including how she would make a decision and weigh the social relationships and risks. This study was of a young girl named, Holly; however, the concept of social awareness including how an individual makes decisions by evaluating social relationships and risks is relevant to individuals at all stages of their lives.

Table 5

Overview of social perspective taking: a developmental analysis

Developmental levels (Approximate age of emergence in reflective social thought)	Levels of social perspective taking used to analyze the understanding of interpersonal issues
0: preschool (ages three to five)	To understand my own perspective (first-person [egocentric] and physicalist level)

1: Early elementary (ages six to seven)	To understand your perspective, distinct from mine (first-person and subjective level)
2: Upper elementary (ages eight to eleven)	To understand your view of my (subjective) perspective (second-person and reciprocal level)
3. Middle school (ages twelve to fourteen)	To understand her or his view of us (our perspective) (third-person and mutual level)
4. High school (ages fifteen to eighteen)	To understand my own perspective in the context of multiple perspectives (third-person and generalized other level)

Note. Adapted from “*The Promotion of Social Awareness: Powerful Lessons from the Partnership of Development Theory and Classroom Practice*” by R. Selman, (2006) p. 21. Copyright by Russell Sage Foundation.

Use of Self-competency connects to an individual’s proficiency in soft skills because through social-awareness an individual is able to understand the social world around him or her. Recognition of a peer or coworkers’ emotions could result in deeper, more authentic relationships, which may lead to increased teamwork, workplace engagement, organizational citizenship, and ultimately financial gain.

While self-awareness and social awareness are essential components of effective Use of Self-competency, the unique and powerful core faculty of doing is what sets Use of Self-competency apart from other cognitive and behavioral skills and perfectly correlates with interpersonal communication. “Doing something with self-knowledge is ultimately what counts” (Jamieson, Auron, & Shechtman, 2010, p. 9).

Carl Gustav Jung (1957), the founder of analytical psychology, claimed that human beings have an innate need for self-realization through a process he called “individuation” (Moxnes, 2007). Jung argued that understanding individuation is a product of both our individual consciousness and exercise of our will (Moxnes, 2007). “The exercise of will is the faculty that directs the attention away from a desire, in order to form, retain or execute a certain intention”

(Henden, 2008 as cited in Karp, 2010, p. 129-130). Jungs' exercise of will is the doing faculty in Use of Self-competency. Exercise of will is the intentional relationship development and effective communication of interpersonal communication.

Use of Self-competency connects to an individual's proficiency in soft skills because through the doing faculty an individual initially consciously or subconsciously filters his or her knowledge and experience through their self-awareness and social-awareness lens to subsequently take effective action or make the best possible decision taking into account the human, technical, and environmental systems in any situation.

Use of Self-competency is a newer concept in the business and management industries. However, Use of Self-competency has been around the Organization Development (OD) field for years (Cheung-Judge, 2001; Goffman, 1959; Seashore et al., 2004; Tannenbaum, 2005).

The concept of instrumentality in effective OD practice and presence in gestalt practice see use of self as our primary asset in achieving the helping relationship. It is not an option but the cornerstone of our work. The OD consultant's ability to fill a wide range of roles depends upon this use of self. (Cheung-Judge, 2001, p. 12)

Just as Use of Self is used as a helping tool in the OD industry, it is also a clinical tool used in the nursing, social work, counseling psychology, facilitation and other helping industries (Baldwin, 2000). Therapeutic use of self describes a therapist's intentional use of his or her personality, perceptions, and judgments as part of the therapeutic process used to optimize interactions and best help their clients (Cole & McLean, 2003; Punwar & Peloquin, 2000).

Self-awareness and social awareness should not exist in isolated silos of cognition.

Rather, the information gathered through authentic self-awareness and social awareness should support one's effective decision-making and subsequent action. This distinct triangulation of skills makes Use of Self-competency such a power tool when used to strengthen interpersonal communication and other soft skill characteristics.

Summary

The marketplace has changed and so have the required skills for new employees. Organizations need employees with skillsets beyond traditional technical skills. College graduates who possess a high level of soft skills such as interpersonal communication, collaboration, cultural sensitivity, self-awareness, social awareness, and cognitive and emotional intelligence are organizational assets. Traditional college and university curriculum focus on teaching students technical skills with little emphasis on soft skill development. Use of Self-competency is a relevant and practical soft skill platform to teach post-secondary students how to learn and integrate soft skills throughout their professional and personal lives.

Students who master Use of Self-competency will have high levels of soft skills, and thus, fulfill employer demands and help organizations succeed in the marketplace.

Chapter Three III

Introduction

This is a mixed methods research study. There are three components to this research study. First, I developed the Use of Self Questionnaire to evaluate individuals' level of Use of Self-competency. Second, I collected quantitative data from the University of St. Thomas undergraduate population using the Use of Self Questionnaire instrument. Third, I conducted five qualitative interviews with University of St. Thomas undergraduate students.

Specific data gathering instrumentation.

The Use of Self Questionnaire is the first assessment tool of its kind to quantify an individual's Use of Self-competency. I developed the Use of Self Questionnaire through a rigorous process. To begin, I reviewed previous research on Use of Self as well as tangential Use of Self research, topics including self-awareness, emotional intelligence, mindfulness, leadership development, OD, and interpersonal communication. I then reviewed a variety of psychometrically validated quantitative assessments. I also sought assistance from my dissertation chair, Dr. David Jamieson, and my dissertation committee members, Dr. Jean Davidson and Dr. Mark Salisbury. Through careful and thoughtful analysis, I integrated the academic and experiential knowledge gained to develop a 22-question survey titled the Use of Self Questionnaire.

The Use of Self Questionnaire measures an individuals' level of Use of Self-competency. The Use of Self Questionnaire looks at six constructs: self-awareness, reflection, self-management, social awareness, relationship management, and decision-making and action. Constructs were not presented to the respondents.

I want to highlight two psychometrically validated assessments I utilized to help develop Use of Self Questionnaire questions. The two assessments are the Social Emotional Competence Questionnaire (SECQ) and the Social Emotional Development Inventory (SEC-I). I Thee SECQ and the SED-I were helpful in establishing survey questions.

The SECQ is a 25-item questionnaire representing five dimensions of social emotional competence: self-awareness, social awareness, self-management, relationship management, and responsible decision-making (Zhou & EE, 2012). The CASEL model (Collaborative for Academic, Social, and Emotional Learning, 2008 as cited in Zhou & EE, 2012) created the foundation of the SECQ. The SECQ adopted many elements of the CASEL model because it focuses on a majority of the critical aspects of social and emotional intelligence recognized in major social and emotional intelligence models (e.g. Bar-On, 1997; Salovey & Mayer, 1990 as cited in Zhou & EE, 2012).

I felt the SECQ encompassed a number of social and emotional frames that positively connected to the Use of Self-competency including “recognizing and managing our emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically” (Zhou & Ee, 2012, p. 28). Additionally, CASEL model (2008) research, underlying the SECQ, supports two social emotional skills positively associated with Use of Self-competency: the intrapersonal level (involving one’s understanding and regulation of their own emotions), and the interpersonal level (understanding others’ emotions and responsible social decision-making skills) (Zhou & Ee, 2012, p. 28). The positive connection between Use of Self-competency and the SECQ provided rich and relevant material supporting development of the Use of Self Questionnaire.

The SED-I was developed using undergraduate and graduate student focus groups geared toward understanding competencies ascribed to college, relational, and career success (Seal, Naumann, Royce-Davis, 2011a). Seal et al. (2011) further validated the SED-I for use by students in higher education using a factor level analysis approach (Seal et al., 2011). An assessment originally targeting competencies relevant to undergraduate students neatly aligns with my current dissertation study.

The SED-I considers four primary factors:

Self-awareness, knowledge and understanding of your emotions and aptitudes;
Consideration of others, regard for the person and situation before thinking and acting;
Connection to others, ease and effort in developing rapport and closeness with others;
and, influence orientation, propensity to seek leadership opportunities and move others toward change. (Seal et al., 2011a).

The ability to measure an individual's self-awareness and social-awareness was important to fully understanding one's Use of Self-competency. Therefore, SED-I questions concerning self-awareness, consideration of others, and connection to others were helpful in determining Use of Self Questionnaire questions. Additionally, the SED-I was a self-reported 48-item Likert Scale inventory (Zhou & Ee, 2012). The SED-I format was similar to my original and final Use of Self Questionnaire Likert Scale.

Finally, to help determine what questions would appropriately address and seek to answer my research inquiry, the Director and Professor of the Doctorate of Organizational Development & Change program at the University of St. Thomas, Dr. Jamieson shared his insights. To ensure content validity, the Use of Self Questionnaire was also shared with Dr. Salisbury and Dr.

Davidson. Dr. Salisbury has a strong background in and experience with quantitative statistics. Dr. Davidson has an equally strong background in Use of Self and personality/behavior assessments. Dr. Salisbury and Dr. Davidson individually reviewed the Use of Self Questionnaire and subsequently suggested a few minor modifications during my dissertation proposal defense to ensure that the questions were not leading and that they related appropriately to my central guiding research question and sub-questions.

Quantitative study.

The Use of Self Questionnaire was loaded into surveyplanet.com, an online survey administration tool that supports the capture of both quantitative data and qualitative data (www.surveyplanet.com).

An online survey method was selected because it was considered the best approach to obtain responses from current undergraduate students because: (a) The online survey method is more efficient and cost-effective for the researcher to obtain data; and, (b) The online survey method increases the probability of ease of completion for students experienced with web-based tools.

The Use of Self Questionnaire contains 22 questions. Respondents could select from five possible answers measured on a Likert Scale for each question: the number five represents the “always” response; number four represents the “most of the time” response; number three represents “some of the time” response; number two represents the “not very often” response; and, number one represents a “never” response.

On January 31, 2018, the Use of Self Questionnaire was emailed to 6,199 University of St. Thomas undergraduate students via each student’s university-approved email addresses.

Students had eight days to complete the Use of Self Questionnaire. The survey closed on February 7, 2018. A total of 563 responses were collected. I independently analyzed all quantitative data. I also enlisted assistance from the University of St. Thomas Education and E-Learning Research department (STELAR) to analyze the data.

Qualitative study.

Five qualitative interviews were conducted at the beginning of March 2018. Qualitative interviewees were randomly selected from over 100 undergraduate students who voluntarily provided their name and contact information to cooperate in a future interview.

Qualitative research questions asked included:

- (1) Can you please describe what self-awareness means to you?
- (2) Can you please describe what social-awareness means to you?
- (3) How do you practice social-awareness?
- (4) Do you engage in reflective cycles around your behavior? What do you consider?
- (5) How do you identify and weigh choices in making decisions or taking action?
- (6) When dealing with difficult situations or conversations, what do you think about and manage in yourself?
- (7) Do you see any patterns in your behavior, or things you do repeatedly?
- (8) Do you feel soft skills will be important in your future professional career(s)?
- (9) Do you feel your undergraduate education is adequately preparing you for future employment?
- (10) How would you describe Use of Self?

Qualitative interviews were conducted via telephone. Each interview was approximately

30 minutes in length. I recorded the interviews so that I could accurately produce transcripts following each conversation. Interviews were conducted to gain a deeper understanding of specific factors that may contribute to a students' Use of Self-competency.

Research Paradigm

There are two research paradigms driving my research and analysis: the functionalist paradigm and the interpretivist paradigm.

First, I ascribe to the functionalist paradigm because I am interested in understanding “society in a way which generates knowledge which can be put to use” (Burrell & Morgan, 1979, p. 26). I am innately intrigued to acquire knowledge for knowledge-sake; however, my formal education and social development life experiences rewarded my problem-solving behavior and practical wisdom. This reward system continues to drive my knowledge-seeking behavior focusing on problem solving and fulfilling Western societies' functionalist requirements.

For example, my literature review highlights a problem: Undergraduate students are graduating four-year colleges and universities with a severe lack of soft skills, thus producing a growing employability problem for organizations worldwide. My dissertation is a process of finding a possible solution that exists to solve this problem: Focused undergraduate curriculum on soft skill development, specifically Use of Self-competency will produce graduates with higher soft skill proficiency best fit to fulfill employer and market demand. My problem-orientated approach focuses on concrete data and relationships as evidenced by participant data obtained via an objective survey method “which can be identified, studied, and measured through approaches derived from the natural sciences” (Burrell & Morgan, 1979, p. 26).

Second, I ascribe to an interpretivist paradigm because I also believe human beings

develop their own subjective data based on individualized life experiences (Burrell & Morgan, 1979). I do not believe in one immutable truth. I believe human beings experience the world differently because as unique individuals our experiences cannot be understood in exactly the same way. I believe subjective, interpretive human experience helps explain, rationalize, interpret and better understand hard, objective data. Therefore, I believe the qualitative research component of this study will provide an opportunity to gain a deeper understanding of participants' individualized experiences, which may or may not contribute to their Use of Self-competency.

Beyond my research paradigms, it is important to note my epistemology, my view of human nature, and my research methodology to ground this research study and its findings.

The quantitative research portion of this study follows an objectivist approach to social science believing that the real world is “made up of hard, tangible and relatively immutable structures” (Burrell & Morgan, 1979, p. 4). My data collection follows a nomothetic theory emphasizing the importance of systematic protocols and quantitative techniques for data analysis (Burrell & Morgan, 1979, p. 6). This quantitative study is a descriptive study and used a survey method to obtain the quantitative research data. The research will have reasonable replicability and rigor ensured by organized data collection procedures, rigorous data analysis, and well-documented and supported findings.

The qualitative research portion of this study follows a subjectivist approach to social sciences believing that human beings possess individual, free will enabling them to make voluntary choices. I see value in an ideographic methodology when researching young adults, specifically for purposes of this study, an undergraduate population. I believe undergraduate

college and university environments significantly influence and assist in the creation of an individual's beliefs and behaviors (Burrell & Morgan, 1979). Therefore, I assume undergraduate participant's opinions are to some extent based on their individual experience.

Population

For the quantitative portion of the research study, I selected a non-random convenience sample of 6,199 participants. At the time of survey administration, participants were required to be enrolled as undergraduate students at the University of St. Thomas. Participants were recruited via their university-approved email address provided by the University of St. Thomas. Participants did not receive any monetary value, gifts or associated financial benefit for their study participation.

Specific population sub-groups of interest are (a) gender, (b) age, (c) year in school, (d) undergraduate major area of study, (e) GPA, (f) extracurricular participation, (g) professional work experience i.e. internship or paid employment, and (h) stay-at-home parent or outside of the home childcare during early childhood years.

For the qualitative portion of the research study, I randomly selected five undergraduate students who voluntarily provided their name and contact information to be contacted for a future interview.

Timetable for Study

I commenced this research study on January 31, 2018. Participants had eight days to complete the Use of Self Questionnaire survey and submit their responses through surveyplanet.com. I completed the qualitative interviews at the beginning of March 2018. I

analyzed quantitative and qualitative data during February and March 2018. I submitted a final research report to my dissertation committee on March 26, 2018.

Ethical Considerations

This study was approved by the University of St. Thomas Institution Review Board (IRB) prior to commencement of the actual research.

I fully acknowledge and understand the IRB research protocols and the research responsibilities as outlined by the University of St. Thomas IRB.

I maintained the highest ethical standards throughout the entire research study.

Summary

This is a mixed methods research study. There are three components to this research study: (a) development of the Use of Self Questionnaire to evaluate individuals' level of Use of Self-competency, (b) quantitative data collection from the University of St. Thomas undergraduate population using the Use of Self Questionnaire instrument and, (c) five qualitative interviews concerning Use of Self practices. Results from the statistical analysis and qualitative interviews are outlined in chapter four.

Chapter IV

Introduction

The primary purpose of this descriptive study was to explore if, and to what level, undergraduate students from the University of St. Thomas possess Use of Self-competency. I conducted non-experimental quantitative and qualitative research methodologies to obtain data. For the quantitative research portion of this study, I developed the Use of Self Questionnaire. I followed the quantitative research portion with five qualitative interviews.

This chapter will analyze the research data collected and provide explanations to my guiding research question and sub-questions below:

The central guiding research question is:

What level of Use of Self-competency do undergraduate students at the University of St. Thomas possess?

Sub-questions include:

- (1) Is Use of Self-competency higher among female or male undergraduate students?
- (2) In which degree programs does Use of Self-competency show up highest among the undergraduate students?
- (3) Is there a difference in Use of Self-competency by academic level: freshman, sophomores, juniors, or seniors?
- (4) Are there any distinguishing factors to determine why some college students possess higher Use of Self-competency than others do?

First, I will highlight and discuss my quantitative research results. Second, I will share my qualitative findings.

Quantitative Data Results

On Tuesday, January 30, 2018, the Use of Self Questionnaire was emailed to 6,199 University of St. Thomas undergraduate students. The Use of Self Questionnaire was open for eight days and closed on February 7, 2018. Upon closing, there were 563 completed questionnaires, equal to approximately 9% of the entire University of St. Thomas undergraduate student population. The Use of Self Questionnaire was a self-assessed questionnaire. Survey response evidences a statistically significant response rate.

Descriptive data results.

The Use of Self Questionnaire opened with a standard consent form (question one). Following affirmative consent, respondents were given brief instruction for taking the survey and asked to confirm the date (question two). After date confirmation, respondents answered six questions to obtain descriptive statistics for each respondent. The six questions were:

3. Participant gender
4. Participant grade level
5. Participant grade point level
6. Participant major (if declared)
7. Please list any extracurricular activities you have participated in while attending St. Thomas
8. Please list any professional experience or internships you have participated in while attending St. Thomas

Use of Self Questionnaire question three listed three options for respondents to classify their gender. Respondents could select one of the following options: male, female or other: there

were 196 respondents who selected male, 365 participants who selected female, and two respondents who selected other, with no special identifiers to determine what other meant to them. There was nearly twice as many female than male respondents (see Table 6).

Use of Self Questionnaire question four listed five options for respondents to report their current undergraduate grade level including freshman, sophomore, junior, senior or other. Data evidenced relatively equal parts of respondent in each grade freshman through senior: with seniors having the most respondents at 28% of the respondent population and sophomores representing the least respondents at 22% of the respondent population (see Table 6). Only three respondents selected other, with no special identifiers to determine what other mean to them.

Use of Self Questionnaire question five asked respondents to select a grade point average range (on a grade point scale of 0.0 – 4.0) to capture respondents' grade point average at the time they took the Use of Self Questionnaire. Respondents could select from the following grade point average range offerings: below 2.5, 2.6 – 3.0, 3.1 – 3.5, and 3.6 – 4.0. Over half of the respondents (288) reported having a grade point average somewhere in the range of 3.6 – 4.0. Less than half of the respondents (266) reported having a grade point average between 2.6 – 3.5. The remaining nine respondents reported having a grade point average below 2.5 (see, Table 6).

Use of Self Questionnaire question six asked respondents to self-report their major, if declared. Out of 563 completed questionnaires, 540 respondents self-reported their undergraduate majors, 23 respondents did not answer question six.

There were 57 undergraduate majors reported (see Table 7). Undergraduate majors reported with the highest response included Finance (38), Mechanical Engineering (36), Accounting (35), and Psychology (35). Majors with the lowest participant reported response of

Table 6

Respondent gender, grade level and grade point average

Demographic Variable	<i>n</i>	%
Gender		
Male	196	35%
Female	365	65%
Other	2	0%
Grade level		
Freshman	136	24%
Sophomore	125	22%
Junior	139	25%
Senior	160	28%
Other	3	1%
Grade point average		
Below 2.5	9	2%
Between 2.6 - 3.0	72	13%
Between 3.1 - 3.5	194	34%
Between 3.6 - 4.0	288	51%

Note. N = 563.

one included Applied Mathematics, Civil Engineering, Criminal Science, Family Business, French, Health-Physical Education, Healthcare Sales, Theology and Women's Studies. Twenty-nine respondents reported they had not declared their major at the time they took the Use of Self Questionnaire. Seventy-four respondents (approximately 13% of the reporting population) reported double-majors.

Use of Self Questionnaire question seven asked respondents to report any extra-curricular activities they currently were involved with or had been involved with while attending the University of St. Thomas. Out of 563 completed questionnaires, 514 self-reported their extracurricular activities with a majority of students reporting multiple extracurricular activity memberships.

There were 178 extracurricular activities reported including 25 respondents who reported they did not participate in any extracurricular activities (see Appendix D). Extracurricular

Table 7

Undergraduate Majors

Demographic Variable	<i>n</i>	%
Major		
Accounting	35	6%
Actuarial Science	21	4%
Applied Mathematics	1	0%
Art History	2	0%
Biochemistry	18	3%
Biology	26	5%
Business Law	5	1%
Business Leadership & Management	11	2%
Catholic Studies	10	2%
Chemistry	4	1%
Civil Engineering	1	0%
Communications & Journalism	29	5%
Computer Science	20	4%
Criminal Justice	8	1%
Economics	20	4%
Electrical Engineering	4	1%
Elementary Education	14	3%
English	14	3%
Entrepreneurship	14	3%
Environmental Science	5	1%
Exercise Science	20	4%
Family Business	1	0%
Family Studies	4	1%
Finance	38	7%
French	1	0%
General Business	5	1%
Geography	2	0%
Geology	3	1%
German	2	0%
Health - Physical Education	1	0%

Healthcare Sales	1	0%
History	3	1%
Human Resource Management	9	2%
International Business	7	1%
Justice & Peace Studies	7	1%
Latin	2	0%
Legal Studies in Business	4	1%
Marketing	32	6%
Mathematical Economics	3	1%
Mechanical Engineering	36	7%
Music (including Performance, Composition)	11	2%
Neuroscience	26	5%
Nutrition Science	2	0%
Operations & Supply Chain Management	21	4%
Philosophy	13	2%
Physics	7	1%
Political Science	7	1%
Psychology	35	6%
Public Health	3	1%
Real Estate	3	1%
Secondary Education	2	0%
Social Work	8	1%
Sociology	3	1%
Spanish	7	1%
Statistics	5	1%
Theology	1	0%
Women's Studies	1	0%

Note. N = 540.

activities reported with the highest response included Women-In-Business Club (33), Intramural Volleyball Team (32) as well as Crusades Club, Intramural Soccer, Pre-Health Professionals Club, Residence Hall Association and Tommie Ambassadors with 30 responses each. There were 44 extracurricular activities with one respondent reporting.

After reviewing the extracurricular activities reported, I then, categorized the 178 extracurricular activities into ten classifications: Sports/Athletic, Academic/Major-related,

Art/Music; Cultural, Religious, UST Community-Oriented, Political, Academic Honor Society/Greek, None, and Other (see Table 8). The highest extracurricular activity classification was Academic/Major-Related at 32%. The second highest extracurricular activity classification was Sports/Athletics at 28%. The top two highest extracurricular activity classifications accounted for 60% of all respondent activities. The third highest extracurricular activity classification was UST Community-Oriented at 10%. Remaining extracurricular activity classifications ranged from 0 – 8% respondent responses.

Examples of extracurricular in the “other” category included: Book Club, Chess Club, Colleges Against Cancer Club, Table Top Club, National Guard, ROTC, and Volunteers-In-Action (VIA) & Vision Club.

Table 8

Respondent extracurricular activity classifications

Demographic Variable	<i>n</i>	%
Extracurricular Activities		
Academic Honor Society/Greek Society	50	5%
Academic/Major-Related	363	32%
Art/Music	83	7%
Cultural	11	1%
None	25	2%
Other	89	8%
Political	2	0%
Religious	78	7%
Sports/Athletic	315	28%
UST Community-Oriented	106	10%

Note. N = 514.

Use of Self Questionnaire question eight asked respondents to report any work or internship experience they currently were involved with or had been involved with while

attending the University of St. Thomas. Out of 563 completed questionnaires, 436 self-reported their work or internship experience with a majority of students reporting multiple internships or previous/current work experience.

A wide variety of work experience and internships were reported including experience at a variety of Twin Cities Fortune 500 companies including 3M, Land O' Lakes, Ameriprise Financial, Target Corp. and Best Buy. Small-to-medium-sized companies listed included RE/MAX, Vector Marketing, Tradition Wealth Management and JMC Retail Group. Government entities listed included the Air Force, the St. Croix County Government Center and Minneapolis Surface Water & Sewer. Research centers such as the Children's Cancer Research Center and healthcare systems and hospitals like the Mayo Clinic also hired respondents. Banking institutions listed included US Bank and TCF. Students also reported work experience gained as University of St. Thomas student workers and researchers (see Appendix E).

After reviewing the work experience and internships reported, I then, categorized the experience into seven classifications: On-Campus Work Experience, On-Campus Research, Off-Campus Work Experience/Internships, Off-Campus Research, Government Service, and None (see Table 9).

The highest work or internship experience classification was Off-Campus Work Experience at 39%. The second highest work or internship experience classification was Government Service at 22%. The top two highest work or internship experience classifications accounted for 61% of all respondent experiences. The third highest work or internship experience classifications was tied at 15% for On-Campus Work Experience and none, which meant the respondent did not have any work experiences or internships while attending the

University of St. Thomas.

Table 9

Respondent work/internship classifications

Demographic Variable	<i>n</i>	%
Work/Internship Experience		
Government Experience/Service	143	22%
None	98	15%
Off-Campus Research	5	1%
Off-Campus Work Experience	259	39%
On-Campus Research	38	6%
On-Campus Work Experience	96	15%
Volunteer	16	2%

Note. N = 436.

Following demographic data collection, I asked two questions, which may potentially be relevant and correlated with Use of Self, but aimed toward my associated research interests.

Use of Self Questionnaire question nine asked respondents to select one answer that best described their early childhood care and development (age 0-6 years old), options included:

- Most of my childhood years were spent at home with a stay-at-home parent;
- Most of my childhood years were spent at a daycare;
- Most of my childhood years were split between at-home care with a stay-at-home parent and some type of outside daycare/childcare options; and,
- Other.

All 563 respondents answered question nine. Forty-three percent of respondents (243) reported most of their childhood years were at home with a stay-at-home parent. Twenty-two percent of respondents (124) reported they spent most of their childhood years at a daycare.

Twenty-nine percent of respondents (164) reported that most of their childhood years split between at-home care with a stay-at-home parents and some type of daycare/childcare options. Six percent of respondents (32) reported their early childhood care and development was other, having no special identifiers to determine what other meant to them (see Table 10).

Table 10

Respondent early childhood care & development

Demographic Variable	<i>n</i>	%
Early Childhood Care & Development		
At-home with stay-at-home parent	243	43%
At a daycare	124	22%
Combination of at-home care with a stay-at-home parent and some type of daycare/childcare option	164	29%
Other	32	6%

Note. N = 563.

Use of Self Questionnaire question ten asked respondents to self-assess whether they considered themselves extroverts or introverts. As previously noted, the Use of Self Questionnaire is a self-assessment measure, therefore responses and correlations with regard to question nine should consider limitations regarding self-assessment versus responses generated from validated, psychological/behavioral assessments.

All 563 respondents answered question ten. Over 55% of respondents (255) self-assessed their personality as an introvert. Forty-five percent of respondents (308) self-assessed their personality as an extrovert. There was not a significant difference in responses to question ten (see Table 11). A summary of the demographic information collected from 563 University of St. Thomas undergraduate respondents evidences the following data:

Table 11

Respondent extroversion versus introversion personality trait

Demographic Variable	<i>n</i>	%
Extroversion versus Introversion		
Extrovert	255	45%
Introvert	308	55%

Note. N = 563.

- There were more female respondents (65%) than males (35%);
- There was a fairly even response rate among four grade levels: freshman (24%), sophomore (22%), junior (25%, and senior (28%);
- The majority of respondents had a grade point average above 3.1 (86%);
- Finance (38), Mechanical Engineering (36), Accounting (35), Psychology (35), and Marketing (32) were the most represented majors among respondents;
- Academic/Major-Related (32%) and Sports/Athletics (28%) were the most represented extracurricular activity classifications among respondents;
- Off-Campus Work Experience (39%) was the most represented work/internship experience among respondents;
- Seventy-two percent of respondents spent some amount of time up to 100% of the time at-home with a parent during their early childhood years (0-6 years of age); and,
- There is not significant difference between respondent's self-assessed personality trait of extroversion or introversion.

Use of Self Questionnaire results.

The Use of Self Questionnaire is comprised of 22 questions. For accurate data analysis, I continued the Use of Self Questionnaire question numbering with number 11. Therefore, the core Use of Self Questionnaire questions are numbered consecutively following the descriptive questions, beginning with question 11 and ending at question 32. Use of Self Questionnaire asked students to answer questions to the best of their current knowledge. The Use of Self Questionnaire uses a Likert Scale to gather participant data. The same five options provided per question were: (5) always, (4) most of the time, (3) some of the time, (2) not very often, and (1) never.

In following the pages, I have provided a quantitative statistical analysis for question 11 through 32. The quantitative statistical analysis includes individual question calculation of the mean, median, mode, variance, and standard deviation (see Table 12). Additionally, a histogram, Bell curve and scatter plot further evidence data obtained per question. (see Appendices F through – BB). A summary of all questions, responses, and their respective numerical and percentage value can be found on Table 13.

Table 12

Use of Self Questionnaire Q11 – Q32, Mean, median, mode, variance & standard deviation

Use of Self Questionnaire questions	<i>M</i>	<i>Mdn</i>	<i>Mode</i>	<i>S²</i>	<i>SD</i>
Q11, I am clear about what I think and what I do	3.945	4	4	0.455	0.675
Q12, I understand why I do what I do	4.035	4	4	0.472	0.687

Q13, I can consciously stop myself from saying something in the “heat of the moment”	3.588	4	4	0.677	0.823
Q14, I understand the reason for my emotions	3.739	4	4	0.652	0.807
Q15, I am aware of situations that make me feel vulnerable	4.199	4	4	0.558	0.747
Q16, I learn from my mistakes	4.055	4	4	0.447	0.669
Q17, I understand my personal identity and how my identity may affect other people in social situations	4.147	4	4	0.667	0.817
Q18, Before I take action, I consider all options	3.899	4	4	0.589	0.768
Q19, I take time to think about how I acted or behaved throughout the day	3.572	4	3	1.103	1.05
Q20, I overcome anxiety in new or changing situations	3.564	4	4	0.848	0.921
Q21, I stay calm in stressful situations	3.618	4	4	0.763	0.874
Q22, I choose the way I react when something negative happens	3.799	4	4	0.755	0.869
Q23, I choose how I respond to others' behaviors or actions	4.197	4	4	0.465	0.682
Q24, I am a highly empathetic person	4.114	4	5	0.838	0.915
Q25, I apologize when I hurt someone unintentionally	4.46	5	5	0.59	0.768

Q26, I do not judge others if I disagree with them	3.728	4	4	0.711	0.843
Q27, I weigh the strengths and weaknesses of a decision before deciding my action	4.036	4	4	0.604	0.777
Q28, I inquire about other people's backgrounds	3.655	4	4	0.831	0.912
Q29, I seek to understand all sides of an argument	4.162	4	4	0.606	0.778
Q30, When making decisions, I take into account the positive and negative consequences my actions may have on other people	4.162	4	4	0.606	0.778
Q31, I use my personal experiences to interpret new situations	4.3	4	4	0.481	0.693
Q32, When I make a decision, the impact it has on me is the most important	3.396	3	3	0.649	0.806

Note. N = 563.

Table 13

Use of Self Questionnaire data summary of Likert Scale numeric & percentage value

Use of Self Questionnaire Data Summary	<i>n</i> (1)	%	<i>n</i> (2)	%	<i>n</i> (3)	%	<i>n</i> (4)	%	<i>n</i> (5)	%
Q11, I am clear about what I think and what I do	1	0%	16	3%	90	16%	362	64%	94	17%
Q12, I understand why I do what I do	3	1%	9	2%	78	14%	348	62%	125	22%

Q13, I consciously stop myself from saying something in "the heat of the moment"	3	1%	56	10%	178	32%	259	46%	67	12%
Q14, I understand the reason for my emotions	4	1%	36	6%	144	26%	298	53%	81	14%
Q15, I am aware of situations that make me feel vulnerable	2	0%	11	2%	67	12%	276	49%	207	37%
Q16, I learn from my mistakes	2	0%	6	1%	81	14%	344	61%	130	23%
Q17, I understand my personal identity and how my identity may affect other people in social situations	4	1%	18	3%	74	13%	263	47%	205	36%
Q18, Before I take action, I consider all options	2	0%	21	4%	122	22%	305	54%	113	20%
Q19, I take time to think about how I acted or behaved throughout the day	9	2%	78	14%	194	34%	146	26%	136	24%
Q20, I overcome anxiety in new or changing situations	9	2%	53	9%	201	36%	211	37%	89	16%
Q21, I stay calm in stressful situations	7	1%	52	9%	165	29%	264	47%	75	13%
Q22, I choose the way I react when something negative happens	5	1%	30	5%	160	28%	246	44%	122	22%
Q23, I choose how I respond to others' behaviors or actions	1	0%	4	1%	68	12%	300	53%	190	34%
Q24, I am a highly empathetic person	5	1%	30	5%	87	15%	215	38%	226	40%
Q25, I apologize when I hurt someone unintentionally	3	1%	12	2%	42	7%	172	31%	334	59%

Q26, I do not judge others if I disagree with them	7	1%	34	6%	153	27%	280	50%	89	16%
Q27, I weigh the strengths and weaknesses of a decision before deciding my action	2	0%	12	2%	112	20%	275	49%	162	29%
Q28, I inquire about other people's backgrounds	5	1%	49	9%	187	33%	216	38%	106	19%
Q29, I seek to understand all sides of an argument	2	0%	10	2%	90	16%	254	45%	207	37%
Q30, When making decisions, I take into account the positive and negative consequences my actions may have on other people	3	1%	13	2%	115	20%	300	53%	132	23%
Q31, I use my personal experiences to interpret new situations	2	0%	3	1%	55	10%	267	47%	236	42%
Q32, When I make a decision, the impact it has on me is the most important	7	1%	43	8%	284	50%	178	32%	51	9%

Note. $N = 563$. Likert Scale values represented are as follows: 1 = none, 2 = not very often, 3 = some of the time, 4 = most of the time, and 5 = always.

The data from Use of Self Questionnaire questions 11 through 32 evidence a relatively high level of Use of Self-competency among University of St. Thomas undergraduate students. Over 50% of respondents answered questions 11 through 32 with a Likert Scale value of four or five. Percentage value of Likert Scale four and five responses ranged from 50% on question 19 (I take time to think about how I acted or behaved throughout the day) to 90% on question 25 (I apologize when I hurt someone unintentionally).

Questions with very high Likert Scale percentage responses over 80% include question 11 with 81%, question 12 with 84%, question 15 with 86%, question 16 with 84%, question 17 with 83%, question 23 with 87%, question 29 with 82%, and question 31 with 89%.

Question 32 (when I make a decision, the impact it has on me is the most important) was the only question to have a significantly low Likert Scale value of three at 50%. Respondent's high Likert Scale value four and five responses to question 25 could evidence a strong sense of recognizing personal fault and self-management skill to apologize for such behavior. Interestingly, the 50% Likert Scale response of three on question 32 may evidence undergraduate students' focus on personal gain versus decision-making and action for the common good.

In an effort to understand relative correlations between the quantitative data, a correlation analysis of quantitative data was conducted using the Chi-Squared Test of Independence.

The Chi-Square Test of Independence is used to determine if there is a significant relationship between two nominal (categorical) variables. The frequency of each category for one nominal variable is compared across the categories of the second nominal variable. The data can be displayed in a contingency table where each row represents a category for one variable and each column represents a category for the other variable. For example, say a researcher wants to examine the relationship between gender (male vs. female) and empathy (high vs. low). The chi-square test of independence can be used to examine this relationship. The null hypothesis for this test is that there is no relationship between gender and empathy. The alternative hypothesis is that there is a relationship between gender and empathy (e.g., there are more high-empathy females than high-empathy males). (www.statisticssolutions.com)

There were six statistically significant correlations found within quantitative data using the Chi-Square Test of Independence.

First, there was a significant relationship between gender (question three) and a respondents understanding of the reason for their emotions (question 14). The Chi-Squared Test showed more males “always” understood the reason for their emotions: whereas, a significantly higher proportion of respondent females generally understood the reason for their emotions (see Table 14 and Figure 1).

Table 14

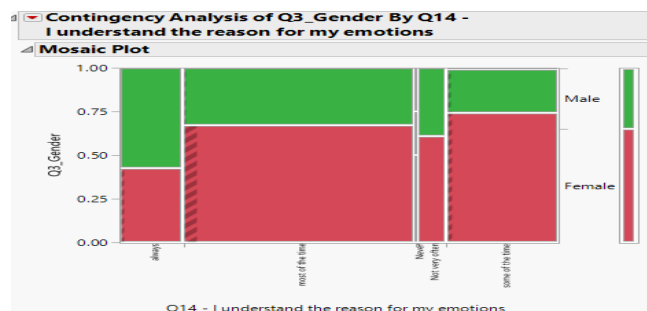
Use of Self Questionnaire significant correlation number one: Gender & understanding one’s emotions

Chi-Squared Correlation Test, Number One			
<u>N</u>	<u>DF</u>	<u>(LogLike)</u>	<u>Rsquare(U)</u>
563	8	17.232549	0.0458
<u>Test</u>	<u>Chi-Square</u>	<u>Prob > ChiSq</u>	
Likelihood Ratio	34.465	<.0001*	
Pearson	95.885	<.0001*	

Note. Warning 20% of cells have expected count less than 5, ChiSquare suspect.
p value is smaller than 0.05, which means results are significant.

Figure 1

Use of Self Questionnaire contingency analysis significant correlation number one



Second, there was a significant relationship between gender (question three) and a respondent's ability to overcome anxiety in new or changing situations (question 20). The Chi-Squared Test showed an equal number of males and females "always" felt they were to overcome anxiety in new or changing situations: whereas, a significantly higher proportion of respondent females generally felt they were able to overcome anxiety in new or changing situations (see Table 15 and Figure 2).

Table 15

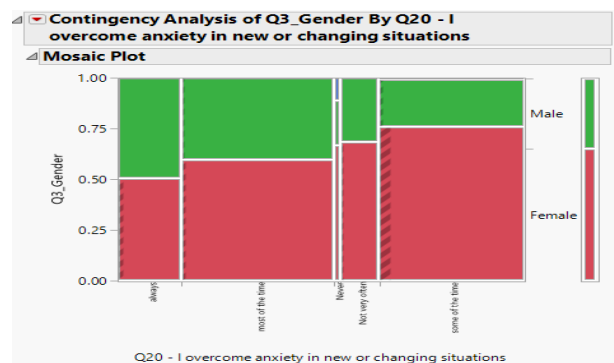
Use of Self Questionnaire significant correlation number two: Gender & ability to overcome anxiety

Chi-Squared Correlation Test, Number Two			
<u>N</u>	<u>DF</u>	<u>(LogLike)</u>	<u>Rsquare(U)</u>
563	8	15.526855	0.0413
<u>Test</u>	<u>ChiSquare</u>	<u>Prob > ChiSq</u>	
Likelihood Ratio	31.054	0.0001*	
Pearson	53.923	<.0001*	

Note. Warning 20% of cells have expected count less than 5, ChiSquare suspect.
p value is smaller than 0.05, which means results are significant.

Figure 2

Use of Self Questionnaire contingency analysis significant correlation number two



Third, there was a significant relationship between gender (question three) and respondent's ability to stay calm in stressful situations (question 21). The Chi-Squared Test showed more males "always" understood the reason for their emotions: whereas, a significantly higher proportion of respondent females generally felt they were able to stay calm in stressful situations (see Table 16 and Figure 3).

Table 16

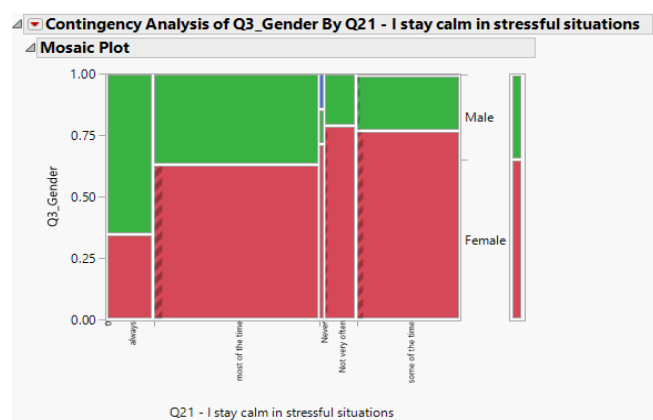
Use of Self Questionnaire significant correlation number three: Gender & ability to stay calm in stressful situations

Chi-Squared Correlation Test, Number Three			
<u>N</u>	<u>DF</u>	<u>(LogLike)</u>	<u>Rsquare(U)</u>
563	10	28.272893	0.0752
<u>Test</u>	<u>ChiSquare</u>	<u>Prob > ChiSq</u>	
Likelihood Ratio	56.546	<.0001*	
Pearson	88.175	<.0001*	

Note. Warning 20% of cells have expected count less than 5, ChiSquare suspect.
p value is smaller than 0.05, which means results are significant.

Figure 3

Use of Self Questionnaire contingency analysis significant correlation number three



Fourth, there was a significant relationship between gender (question three) and a respondent's ability to choose the way they react when something negative happens (question 22). The Chi-Squared Test showed an equal number of males and females "always" felt they were to overcome anxiety in new or changing situations: whereas, a significantly higher proportion of respondent females generally felt they were able to choose the way they reacted when something negative happened (see Table 17 and Figure 4).

Table 17

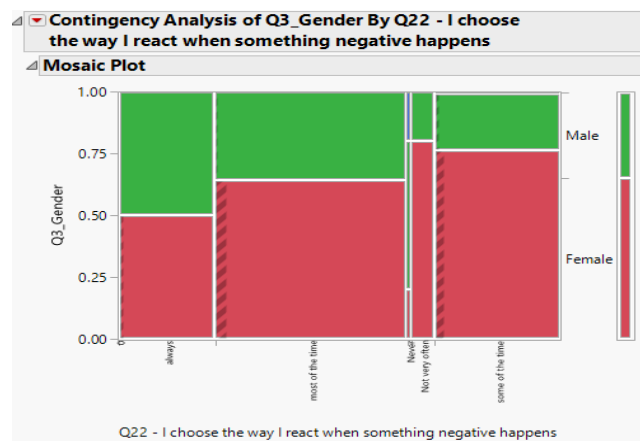
Use of Self Questionnaire significant correlation number four: Gender & emotional management

Chi-Squared Correlation Test, Number Four			
<u>N</u>	<u>DF</u>	<u>(LogLike)</u>	<u>Rsquare(U)</u>
563	10	18.650395	0.0496
<u>Test</u>	<u>ChiSquare</u>	<u>Prob > ChiSq</u>	
Likelihood Ratio	37.301	<.0001*	
Pearson	83.605	<.0001*	

Note. Warning 20% of cells have expected count less than 5, ChiSquare suspect.
p value is smaller than 0.05, which means results are significant.

Figure 4

Use of Self Questionnaire contingency analysis significant correlation number four



Fifth, there was a significant relationship between gender (question three) and a respondent's self-assessment that he/she was a highly empathetic person (question 24). The Chi-Squared Test showed approximately 75% of females stated they would “always” consider themselves a highly empathetic person: overall, a significantly higher proportion of respondent females generally considered themselves highly empathetic individuals (see Table 18 and Figure 5).

Table 18

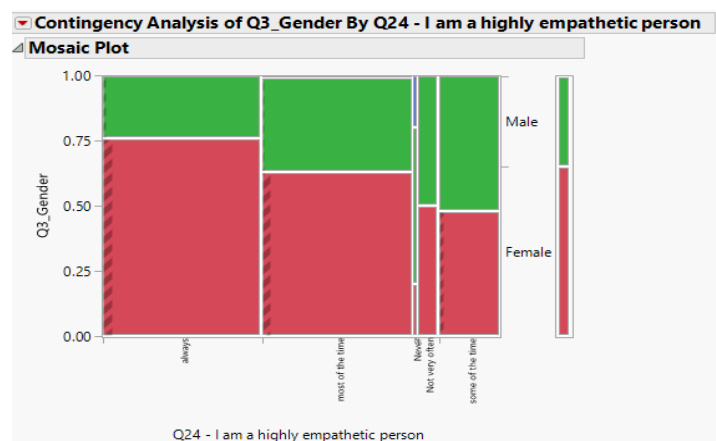
Use of Self Questionnaire significant correlation number five: Gender & empathy

Chi-Squared Correlation Test, Number Five			
<u>N</u>	<u>DF</u>	<u>(LogLike)</u>	<u>Rsquare(U)</u>
563	10	19.274208	0.0513
<u>Test</u>	<u>ChiSquare</u>	<u>Prob > ChiSq</u>	
Likelihood Ratio	38.548	<.0001*	
Pearson	85	<.0001*	

Note. Warning 20% of cells have expected count less than 5, ChiSquare suspect.
p value is smaller than 0.05, which means results are significant.

Figure 5

Use of Self Questionnaire contingency analysis significant correlation number five



Sixth, there was a significant relationship between question ten: would you consider yourself an extrovert or an introvert, and question 20: I overcome anxiety in new or changing situations. The Chi-Squared Test showed respondents who considered themselves introverted were more likely to overcome anxiety in new or changing situations when compared to extroverts (see Table 19 and Figure 6).

Table 19

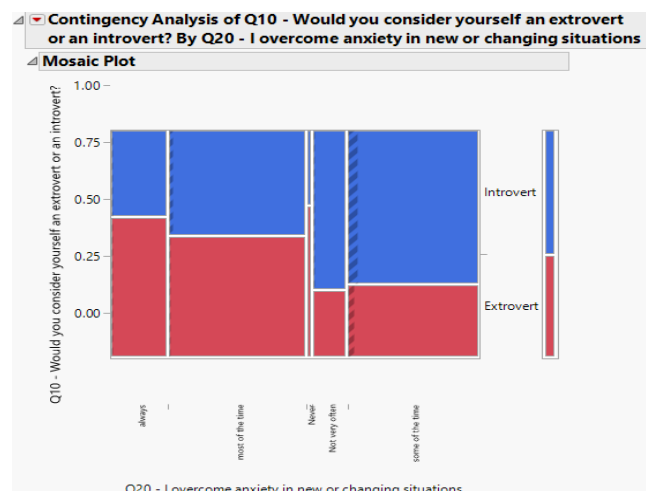
Use of Self Questionnaire significant correlation number six: Gender & introversion

Chi-Squared Correlation Test, Number Six			
<u>N</u>	<u>DF</u>	<u>(LogLike)</u>	<u>Rsquare(U)</u>
563	4	18.384334	0.0473
<u>Test</u>	<u>ChiSquare</u>	<u>Prob > ChiSq</u>	
Likelihood Ratio	36.769	<.0001*	
Pearson	36.226	<.0001*	

Note. Warning 20% of cells have expected count less than 5, ChiSquare suspect.
p value is smaller than 0.05, which means results are significant.

Figure 6

Use of Self Questionnaire contingency analysis significant correlation number six



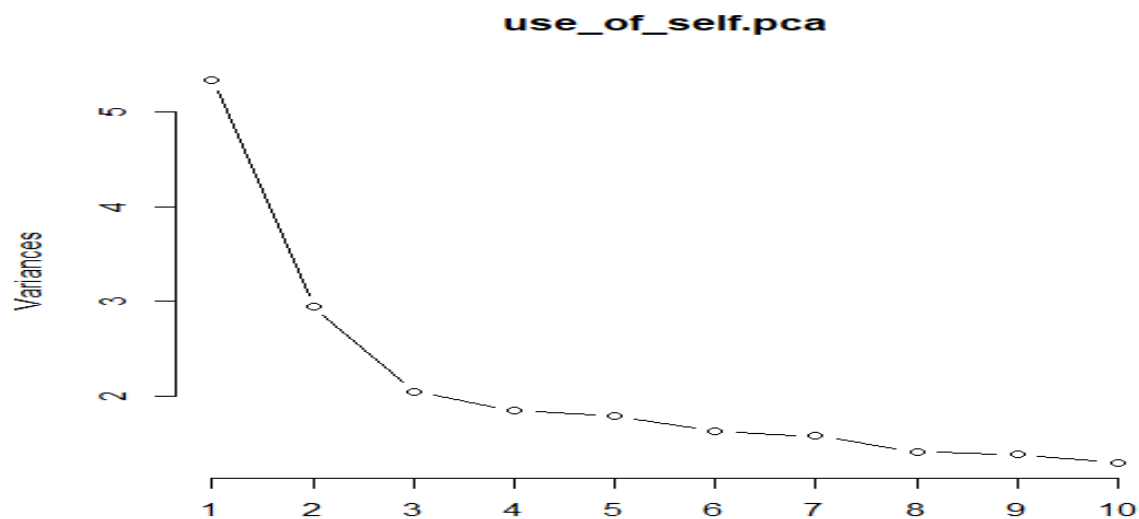
In addition to the Chi-Squared Test, a factor analysis was run to determine whether individual Use of Self Questionnaire questions could be narrowed to determine possible factors within Use of Self Questionnaire data.

A factor analysis is a mathematical process during which a larger set of variables is reduced to identify a small number of factors that can be used to represent relationships among sets of interrelated variables (Nugent, 2013).

The Principal Component Analysis (PCA) method was used to determine the number of factors relevant within the entire Use of Self Questionnaire questions one through 37, including the respondent descriptive questions, Use of Self Questionnaire core questions, and the university-specific questions. The elbow method is used to visualize PCA results. Point one, point two and point three represent three unique factors found within the Use of Self Questionnaire. Three factors were found within the Use of Self Questionnaire.

Figure 7

PCA general graph



First, the interrelated variables within factor one encompasses two constructs: self-awareness and decision-making. The decision-making construct is identified in respondent's ability to make informed decisions by weighing strengths and weaknesses of a decision (question 27), choosing one's reactions to negative issues (question 22), choosing one's response to other's behavior (question 23), consideration of all options (question 18), clarity of thought (question 11), learning from mistakes (question 16), using personal experiences to interpret new situations (question 31), taking into account the positive and negative consequences one's actions may have on others (question 30) and, consciously making a decision to stop before saying something (question 13).

The self-awareness construct is identified in respondent's ability to understand their emotions (question 14), ability to understand the reasons for doing what they do (question, 12), emotional management in stressful situations (question 21), and recognition of vulnerable situations (question 15). I would also argue question 19, I take time to think about how I acted or behaved throughout the day, while a reflective practice is also essential to a strong, grounded decision-making process (see Table 20 and Figure 8).

Second, the interrelated variables within factor two encompass emotional sensitivity, which could also be categorized under social awareness. Emotional sensitivity/social awareness is identified in respondent's assessment that he/she is a highly empathetic person (question 24), and that he/she is willing to apologize if they hurt someone intentionally (question 25). Question 26, I do not judge others if I disagree with them, could go to an individual's emotional sensitivity/social awareness within their state of mind recognizing that judging others upon disagreement could hurt someone's feelings unintentionally (which could then, relate back to

question 25). Question 29, I seek to understand all sides of an argument, could also go to an individuals' emotional sensitivity/social awareness within their state of mind recognizing that all sides of an argument have some merit, and by not seeking to understand all sides of an argument, respondent could be hurting someone's feelings unintentionally (again, relating back to question 25).

Question 33, do your college courses teach self-awareness, may be in factor two because self-awareness requires emotional intelligence, emotional sensitivity, and social awareness. Additionally, question 33 may fall under factor two because by asking question, respondents may have been unconsciously prompted to think about classes that included self-awareness education.

As well, question 37, do your college courses teach self-management skills, may be in factor two because self-management requires some level of emotional sensitivity/social awareness, a level requisite to understand social cues and then, reasonably respond in given situations. Additionally, question 37 may fall under factor two because by asking the question, respondents may have been unconsciously prompted to think about classes that included self-management skills.

Third, the interrelated variables within factor three encompass gender (question three) and a grade point average (question five) tell a more simple story. These factor variables evidence a relationship between males and a grade point average between 2.6 – 3.0.

Finally, a third quantitative analysis was run, an association analysis, to determine the most frequent relationships between independent questions. Relationship frequencies between Use of Self Questionnaire variables ranged from 27% to approximately 50%. The most frequent

relationship between independent variables, 50%, was found between question 23 (I choose how I respond to others behaviors or actions), 26 (I do not judge others if I disagree with them), and question 29 (I seek to understand all sides of an argument) at Likert Scale value four, most of the time.

Figure 8

Factor one, active decision-making and self-awareness

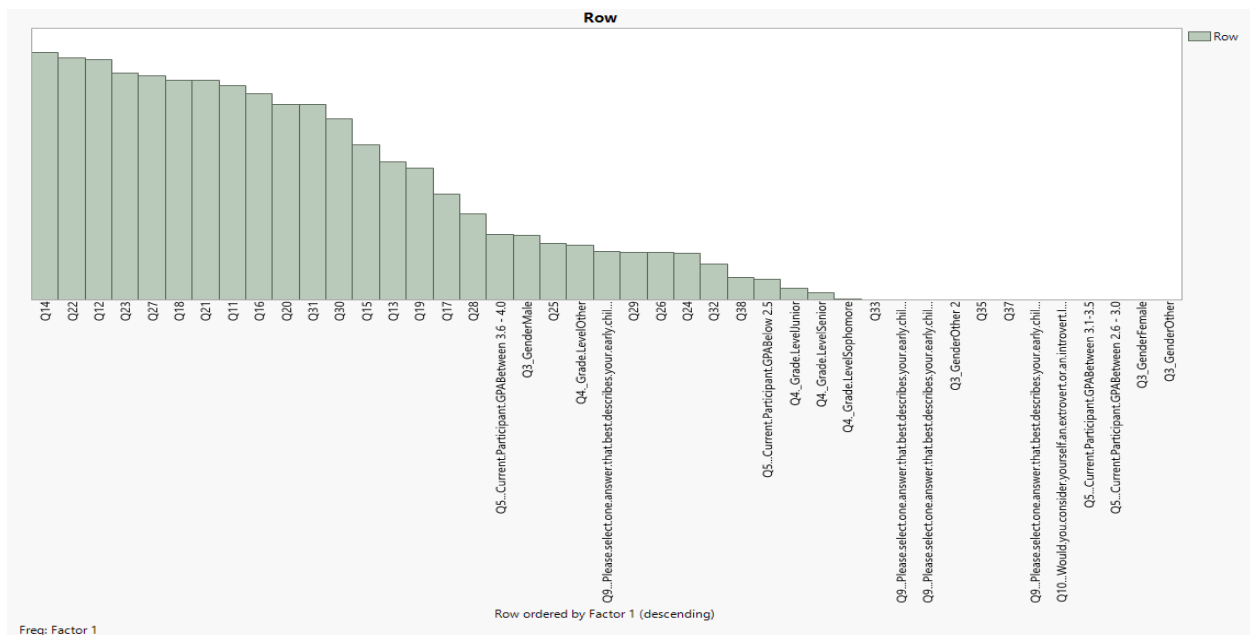


Table 20

Factor one analysis data, active decision-making and self-awareness

Factor One	Question
0.648958	Q14 - I understand the reason for my emotions.
0.633811	Q22 - I choose the way I react when something negative happens.
0.628943	Q12 - I understand why I do what I do.
0.592999	Q23 - I choose how I respond to others' behaviors or actions.
0.585831	Q27 - I weigh the strengths and weaknesses of a decision before deciding my action.
0.575366	Q18 - Before I take action, I consider all options.
0.574753	Q21 - I stay calm in stressful situations.
0.559665	Q11 - I am clear about what I think and what I do.

0.53934	Q16 - I learn from my mistakes.
0.511003	Q20 - I overcome anxiety in new or changing situations.
0.515014	Q31 - I use my personal experiences to interpret new situations.
0.474622	Q30 – When making decision, I take into account the positive and negative consequences my actions may have on other people
0.404706	Q15 - I am aware of situations that make me feel vulnerable.
0.360422	Q13 - I consciously stop myself from saying something in "the heat of the moment."
0.344108	Q19 - I take time to think about how I acted or behaved throughout the day.

Table 21

Factor two analysis data, emotional sensitivity

Factor Two	Question
0.681805	Q26- I do not judge others if I disagree with them.
0.681805	Q29 - I seek to understand all sides of an argument.
0.582446	Q33 - Do your college courses teach self-awareness?
0.520683	Q35 – Do your college courses teach reflective practices?
0.514313	Q24 - I am a highly empathetic person. (Empathy is defined as “the ability to understand and share the feelings of others.”)
0.479163	Q25 - I apologize when I hurt someone unintentionally.
0.454706	Q37 - Do your college courses teach self-management skills? (Self-management

Figure 9

Factor two, emotional sensitivity

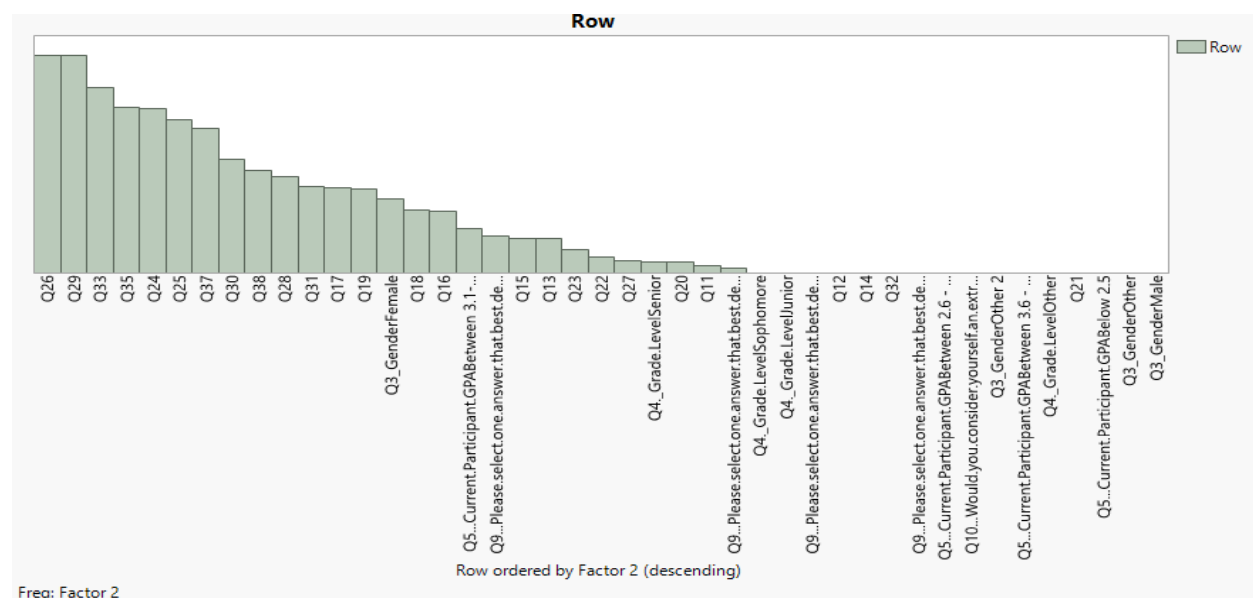


Figure 10

Factor three, gender and grade point average

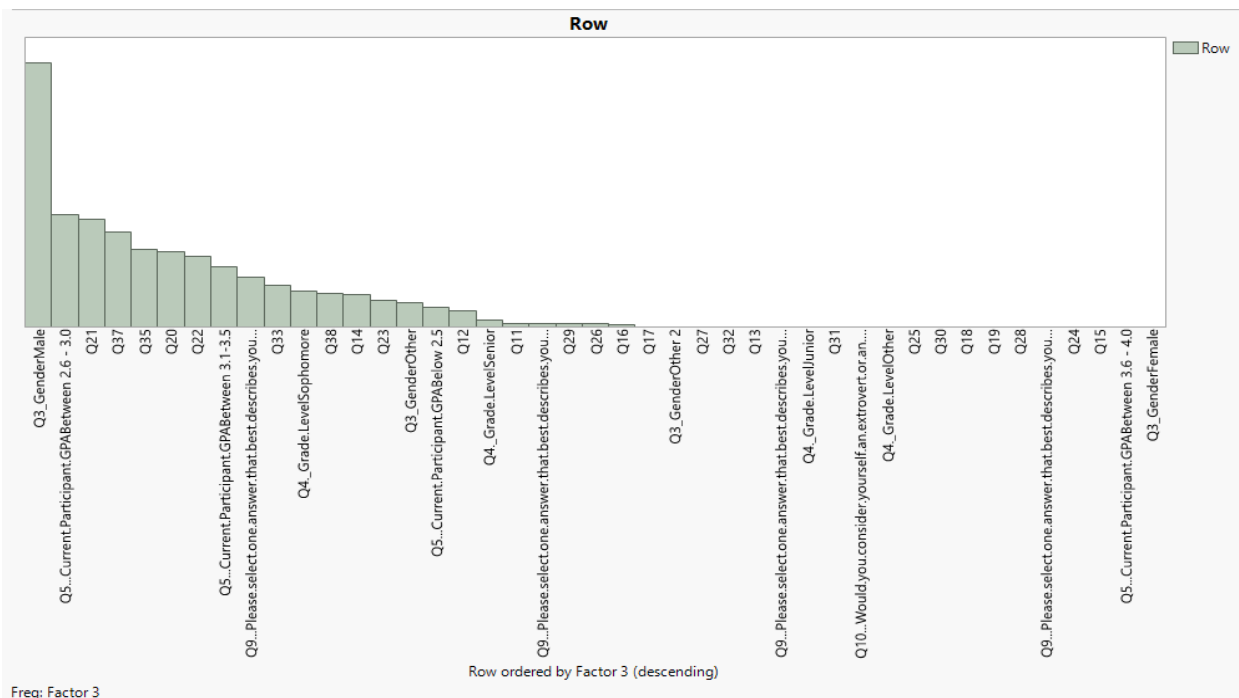


Table 22

Factor three analysis data, gender and grade point average

Factor Three	Question
0.829126	Q3 - Participant Gender male
0.348445	Q5 - Current Participant GPA Between 2.6 - 3.0

Additional associations included Q26 (I do not judge others if I disagree with them) and Q29 (I seek to understand all sides of an argument), and an association analysis of relationship frequencies is static data; data cannot be determined to be positive or negative, just associated by frequency of response. A number of associated relations were found (see Table 23).

Table 23

Use of Self Questionnaire Association analysis

Rule	Support	Confidence	Lift	Count Frequency
{ Q26...I.do.not.judge.others.if.I.disagree. with.them.=most of the time} => { Q29...I.seek.to.understand.all.sides.of.an. argument=most of the time }	0.494680851	1	2.021505	279
{ Q3_Gender=Female,Q26...I.do.not.judge. others.if.I.disagree.with.them.=most of the time} => { Q29...I.seek.to.understand.all.sides.of.an. argument=most of the time }	0.340425532	1	2.021505	192
{ Q11...Please.answer.all.remaining.question s.from.your.point.of.view.about.yourself.I.a m.clear.about.what.I.think.and.what.I.do=m ost of the time,Q29...I.seek.to.understand.all.sides.of.a n.argument=most of the time} => { Q26...I.do.not.judge.others.if.I.disagree.wit h.them.=most of the time }	0.324468085	1	2.021505	183
{ Q12.I.understand.why.I.do.what.I.do=most of the time,Q29...I.seek.to.understand.all.sides.of.a n.argument=most of the time} => { Q26...I.do.not.judge.others.if.I.disagree. with.them.=most of the time }	0.319148936	1	2.021505	180
{ Q25...I.apologize.when.I.hurt.someone.uni ntentionally=always,Q29...I.seek.to.understa nd.all.sides.of.an.argument=most of the time} => { Q26...I.do.not.judge.others.if.I.disagree.wit h.them.=most of the time }	0.317375887	1	2.021505	179
{ Q16...I.learn.from.my.mistakes=most of the time,Q26...I.do.not.judge.others.if.I.disagree .with.them.=most of the time} => { Q29...I.seek.to.understand.all.sides.of.an. argument=most of the time }	0.317375887	1	2.021505	179

{ Q23...I.choose.how.I.respond.to.others..be haviors.or.actions=most of the time,Q26...I.do.not.judge.others.if.I.disagree .with.them.=most of the time} => { Q29...I.seek.to.understand.all.sides.of.an. argument=most of the time }	0.285460993	1	2.021505	161
{ Q5...Current.Participant.GPA=Between 3.6 - 4.0,Q26...I.do.not.judge.others.if.I.disagree. with.them.=most of the time} => { Q29...I.seek.to.understand.all.sides.of.an. argument=most of the time }	0.273049645	1	2.021505	154
{ Q26...I.do.not.judge.others.if.I.disagree.wit h.them.=some of the time} => { Q26...I.seek.to.understand.all.sides.of.an. argument=some of the time }	0.271276596	1	3.686275	153
{ Q14...I.understand.the.reason.for.my.emoti ons=most of the time,Q29...I.seek.to.understand.all.sides.of. an.argument=most of the time} => { Q26...I.do.not.judge.others.if.I.disagree. with.them.=most of the time }	0.271276596	1	2.021505	153
{ Q10...Would.you.consider.yourself.an.extr overt.or.an.introvert.=Introvert,Q29...I.seek. to.understand.all.sides.of.an.argument=most of the time} => { Q26...I.do.not.judge.others.if.I.disagree. with.them.=most of the time }	0.271276596	1	2.021505	153

University of St. Thomas-specific data analysis.

Questions 33 through 38 asked respondents questions with regard to their undergraduate education at the University of St. Thomas to understand current University of St. Thomas educational programming and offerings from the student perspective.

Below, I have provided a quantitative statistical analysis for questions 33, 35, 37 and 38. The quantitative statistical analysis includes individual question calculation of the mean, median, mode, variance, and standard deviation (see Table 20). Additionally, a histogram, Bell curve and

scatter plot further evidence data obtained per question. (see Appendices BB, DD, FF, and GG). A summary of all questions, responses, and their respective numerical and percentage value can be seen on Table 21.

Table 24

University of St. Thomas specific Q33, 35, 37, & 38, mean, median, mode, variance & standard deviation

Questions	<i>M</i>	<i>Mdn</i>	<i>Mode</i>	<i>S²</i>	<i>SD</i>
Q33, Do your college courses teach self-awareness?	2.929	3	3	0.646	0.804
Q35, Do your college courses teach reflective practices?	2.419	2	3	0.928	0.963
Q37, Do your college courses teach self-management skills?	2.544	2	1	1.583	1.258
Q38, Do your college courses provide opportunities to learn by experience rather than classroom or textbook learning?	2.436	3	3	1.132	1.064

Note. N = 563.

University of St. Thomas-specific questions have a mean, median and mode rate below that of Use of Self Questionnaire calculated data. Data shows that respondents perceive their undergraduate coursework as providing medium-to-minimal education on self-awareness, reflection, self-management skills, and experiential learning.

The data from questions 33, 35, 37, and 38 evidence a relatively low level of value among respondents and the perception of their coursework teaching them self-awareness, reflective practices, self-management skills, and experiential learning. Over 70% of respondents answered questions 33, 35, 37, and 38 with a Likert Scale value of three, two, or one. Percentage

Table 25

University of St. Thomas specific Q33, 35, 37, & 38 data summary of Likert Scale numeric & percentage value

Questions	<i>n</i> (1)	%	<i>n</i> (2)	%	<i>n</i> (3)	%	<i>n</i> (4)	%	<i>n</i> (5)	%
Q33, Do your college courses teach self-awareness?	35	6%	142	25%	235	42%	130	23%	21	4%
Q35, Do your college courses teach reflective practices?	104	18%	196	35%	197	35%	55	10%	11	2%
Q37, Do your college courses teach self-management skills?	151	27%	135	24%	141	25%	92	16%	44	8%
Q38, Do your college courses provide opportunities to learn by experience rather than classroom or textbook learning?	33	6%	113	21%	252	46%	130	24%	20	4%

Note. N = 563 for questions 33, 35 and 37. N = 548 for question 38.

value of Likert Scale three, two, and one responses ranged from 73% on question 33 and 38 respectively (do your college courses teach self-awareness; do your college courses provide opportunities to learn by experience rather than classroom or textbook learning) to 88% on question 35 (do your college courses teach reflective practices).

Qualitative Data Findings

Qualitative interviews offered a deeper understanding University of St. Thomas undergraduate students Use of Self-competency. Overall, the quantitative interviews confirmed quantitative data results that University of St. Thomas students generally had a relatively high Use of Self-competency. Eight findings were derived from qualitative data (see Table 26, 27, & 28).

First, students had a strong understanding of self-awareness. Students generally described self-awareness as understanding their individual strengths and weaknesses. Respondent one described self-awareness as “understanding the way you feel physically, mentally, psychologically, and spiritually.” Interestingly, respondent five described self-awareness as both recognition of self-awareness as an ability to understand oneself and the ability to act on that knowledge: “knowledge of your strengths and weaknesses and how you use those strengths and weaknesses when you interact with others. “

Second, students had a partial understanding of social awareness. While all five students described social awareness in the context of connecting and/or interacting with other individuals, they did not discuss action related to the relational connections. The description of social awareness in chapter two highlights an understanding of interacting in social relationships and the ability to have compassion and empathy in those interactions.

Third, all five students reflected on their actions. Students stated they reflected on their feelings, treatment of others, social interaction replays, and alternatives to their recent actions or inactions. Generally, students informally reflected. However, respondent one said she set aside time to journal and she meets with a university counselor who helps her “reflect on her life in a very healthy way.” Respondent two said she does not necessarily reflect because she always considers others because that is just the “rut her brains run in.”

Fourth, students weigh choices in a variety of ways. Respondent one takes parental advice. Respondent two and four rely on gut instinct. Respondent three and five consider previous interaction and past decisions to current decisions. How one weighs individual choices may be dependent on the unique cognitive and emotional intelligence of each individual.

Additionally, how one weighs decisions may be incumbent upon what previously worked well for that individual. Humans are creatures of habit, and repeat things that work well for us.

Fifth, when dealing with difficult situations, all five respondents had unique responses, possibly a result of their individual emotional management. Respondent one said she would “step back” and “consider how the other person feels in the situation.” Respondent two said she would “adjust to accommodate others” needs. Respondent three said he would “determine a plan ahead of time” and stick to the script. Respondent four said she would try to manage her stress and anxiety in difficult situations. Respondent five said he would take his emotions out of the situation. Again, similar to the fourth theme, how one handles difficult situations may be incumbent upon what previously worked well for that individual.

Sixth, all five respondents said soft skills would be extremely important in their future profession. Additionally, respondent three said that soft skills were important to him at present in obtaining his internship: “my boss at my internship told me that I was not the most qualified but I was hired because I was the best communicator.”

Seventh, all five respondents felt their undergraduate education was somewhat preparing them for future employment, however, four out of the five respondents also felt they learned more about real-world work experience through experiential learning outside the classroom and external work experience. Respondent one stated, “St. Thomas could implement more soft skills but know there are professors who just don’t care about those sorts of things.” Respondent two stated, “there is a huge difference at St. Thomas between business majors and humanities majors” with regard to soft skill development. Interestingly, respondent four said she felt St. Thomas was adequately preparing her for future employment, but rather than present classroom

learning examples offered “lots of opportunities to work in teams, with external companies, and get engaged on campus” thus, highlighting external experiential learning opportunities.

Eighth, generally respondents understood Use of Self-competency. Respondent five said he had never heard of Use of Self. However, respondents one through four offered sound definitions. Respondent one defined Use of Self as “what you do with yourself and your actions.” Respondent two defined Use of Self as taking “what you know and apply that knowledge or experience.” Respondent three presented a clear definition of Use of Self stating Use of Self was “knowing what you are good at and knowing how to take your specialized skill set and do something larger with it and how to make decisions that will put your skills to use and will benefit yourself and those around you.” Respondent four highlighted an understanding of “individual strengths and weaknesses.”

Table 26

Qualitative interview responses part one

Qualitative questions	Respondent One	Respondent Two
Describe what self-awareness means to you	<ul style="list-style-type: none"> * Understanding the way you feel physically, mentally, psychologically, spiritually * Mindful of yourself, good and bad * Intentional act 	<ul style="list-style-type: none"> * A lot to do with emotional intelligence * Know what you are doing, why you are doing it, and the cause of why you are doing something
Describe what social-awareness means to you	<ul style="list-style-type: none"> * Aware of interaction with others * Aware of how you are when you interact with others 	<ul style="list-style-type: none"> * Connected to self-awareness * How your actions affect other people
Do you reflect? What do you consider?	<ul style="list-style-type: none"> * Yes, I reflect on my feelings * Journal * Counselor 	<ul style="list-style-type: none"> * Don't set aside dedicated time, simply the ruts my brain runs in * Do I treat people the best I could?

How do you identify and weigh choices in making decisions or taking action?	* Follow advice from a parent, "what is the best possible thing you can do in this situation?, and then, do that"	* Rely on gut instinct * If I broke my decisions down, I would have a clear understanding of what was informing it
When dealing with difficult situations or conversations, what do you think about and manage in yourself?	* Remove myself * Take a step back * Consider how the other person feels in the situation	* Adjust to accommodate others a lot because I know others won't or don't know how * Strong sense of emotional intelligence
Do you see any patterns in your behavior, or things you do repeatedly?	* Overthink things * Assume things before they happen	* Get frustrated and irritable if I don't always know the answer
Do you feel soft skills will be important in your future professional career(s)?	* Definitely important * Believe soft skills should be emphasized more	* Definitely important * Must have soft skills to maneuver in the workplace
Do you feel your undergraduate education is adequately preparing you for future employment?	* Learn more about social interaction outside the classroom * Internship experience is education * Could implement more soft skills	* Maybe * English majors focus on soft skills regularly; reflect and write constantly; developing soft skills
How would you describe Use of Self?	* What you do with yourself * Your actions * How you value yourself	* Take what you know and apply that knowledge or experience * Use competencies you already have

Note. N = 5. n = 2. Respondent one is a female, senior. Respondent two is a female, senior.

Table 27

Qualitative interview responses part two

Qualitative questions	Respondent Three	Respondent Four
Describe what self-awareness means to you	* Recognizing strengths and weaknesses and learning how to accommodate for those and be a good member of a team	* The ability to form one's thought and create new ideas

Describe what social-awareness means to you	<ul style="list-style-type: none"> * Recognizing that people come from different backgrounds which affects their perspectives and different choices 	<ul style="list-style-type: none"> * Ability to pick up cues from others, be able to read a situation * Social cues can also apply to yourself, what emotions you are feeling and how you deal with them
How do you practice social-awareness?	<ul style="list-style-type: none"> * Easier to practice in college versus high school * International friendship providing teachable moments 	<ul style="list-style-type: none"> * Introvert * Conscious decision to engage others and myself
Do you reflect? What do you consider?	<ul style="list-style-type: none"> * Yes, I reflect * I consider if what I am doing is benefitting or harming others 	<ul style="list-style-type: none"> * Yes, I reflect * Ask the what ifs * Replay interactions in my head
How do you identify and weigh choices in making decisions or taking action?	<ul style="list-style-type: none"> * Reflect on everyday choices 	<ul style="list-style-type: none"> * Hate making decisions * Trust gut instinct
When dealing with difficult situations or conversations, what do you think about and manage in yourself?	<ul style="list-style-type: none"> * Determine a plan ahead of time * Force myself to stick to the script 	<ul style="list-style-type: none"> * Try to manage the stress and anxiety driving the situation * Do not freeze up
Do you see any patterns in your behavior, or things you do repeatedly?	<ul style="list-style-type: none"> * I can be a bit of a hot head in arguments 	<ul style="list-style-type: none"> * Problem always needing to know the answer; know this about myself and need to work on it
Do you feel soft skills will be important in your future professional career(s)?	<ul style="list-style-type: none"> * Really important * Hired because of communication skills * I know soft skills play to my advantage 	<ul style="list-style-type: none"> * Yes, important * Need to lead and inspire people * Need to work with people
Do you feel your undergraduate education is adequately preparing you for future employment?	<ul style="list-style-type: none"> * Yes, for the most part 	<ul style="list-style-type: none"> * Yes, lots of opportunities to work in teams, with external companies, and get engaged on campus
How would you describe Use of Self?	<ul style="list-style-type: none"> * Knowing what you are good at * How to make decisions that will put your skills to use 	<ul style="list-style-type: none"> * Understand strengths and weaknesses, and yourself as a whole * Includes self and social awareness

Note. N = 5. n = 2. Respondent three is a male, senior. Respondent four is a female, senior.

Table 28

Qualitative interview responses part three

Qualitative questions	Respondent Five
Describe what self-awareness means to you	* Knowledge of your strengths and weaknesses and how you use those strengths and weaknesses when you interact with others
Describe what social-awareness means to you	* Social interaction
How do you practice social-awareness?	* I don't practice as often as other people
Do you reflect? What do you consider?	* Yes, I reflect * Consider alternatives to my actions or inactions * Consider how my decisions affect others
How do you identify and weigh choices in making decisions or taking action?	* Prepare for future decisions * Consider past decisions
When dealing with difficult situations or conversations, what do you think about and manage in yourself?	* Manage negative feelings * Take my emotions out of the situation
Do you see any patterns in your behavior, or things you do repeatedly?	* My pattern is I am prone to inaction more than action
Do you feel soft skills will be important in your future professional career(s)?	* Yes, 100% * Imperative for me to connect with people
Do you feel your undergraduate education is adequately preparing you for future employment?	* Yes, but classroom education can only teach you so much * My external experiences have taught me a lot
How would you describe Use of Self?	* Never heard of it * Having tools to fulfill job requirements

Note. N = 5. n = 1. Respondent five is male, junior.

Summary

Based on the quantitative results and qualitative findings, data evidences the following:

- University of St. Thomas undergraduate students possess a relatively high level of Use of Self-competency;

- Use of Self-competency is higher among females than males among University of St. Thomas undergraduate students;
- There was not substantial quantitative data to determine whether Use of Self-competency was higher among students in a specific grade level at the University of St. Thomas;
- There was not significant quantitative data to determine whether Use of Self-competency was higher among students in a specific major at the University of St. Thomas;
- Additionally, qualitative findings support quantitative results that there was not enough data to determine whether Use of Self-competency was higher among students in a specific major at the University of St. Thomas. Three out of the five respondents interviewed for qualitative data represented humanities majors: English, Theology, and Psychology. The remaining two qualitative interview respondents were majoring in fields outside of the humanities: Mechanical Engineering and Operations Management; and,
- There were a number of distinguishing factors found in the quantitative data and further supported by qualitative data to help determine why some University of St. Thomas students possessed higher Use of Self-competency than their peers did. These distinguishing factors are:
 - Higher grade point average. Over half of the respondents (288) reported having a grade point average somewhere in the range of 3.6 – 4.0. Therefore, University of St. Thomas students with a high grade point average are more likely to possess a higher Use of Self-competency than their peers;
 - Involvement in extracurricular activities. Out of the 563 total survey respondents, 514 (91%) self-reported some involvement in extracurricular activities. The

highest response rate was found in Women-In-Business (33) and Intramural Volleyball (32). Among the extracurricular categorizations, Academic/Major-Related (32%) and Sport/Athletic (28%) accounted for 60% extracurricular activity. Therefore, University of St. Thomas students who participate in extracurricular activities are more likely to possess a higher Use of Self-competency than their peers;

- External professional work experience. Out of the 563 total survey respondents, 436 (77%) self-reported some external professional work experience. The highest response rate was in the classification, off-campus work experience (39%). The second highest response was in the classification, government service (22%). In total, 61% of respondents had some form of external professional work experience. Moreover, notably, a majority of the students had multiple work/internship experiences outside of the University of St. Thomas. Therefore, University of St. Thomas students who participate in external work/internships are more likely to possess a higher Use of Self-competency than their peers; and,
- At-home-care during early childhood years (0 – 6 years of age.) All 563 respondents answered this question nine. Interestingly, 43% (243) reported most of their childhood years (0-6 years of age) were at home with a stay-at-home parent. Twenty-nine percent of respondents (164) reported that most of their childhood years split between at-home care with a stay-at-home parents and some type of daycare/childcare options. As such, 72% of respondents spent some amount of time during their early childhood years at home with an at-home

parent. Therefore, University of St. Thomas students who spent some percentage of time up to 100% of time at home with a stay-at-home parent during their early-childhood development years are more likely to possess a higher Use of Self-competency than their peers.

In conclusion, University of St. Thomas students possess a relatively high level of Use of Self-competency based on quantitative survey responses of approximately 9% of the undergraduate population and a small sample (N=5) of student qualitative interviews. Based on this sample population, University of St. Thomas students believe they gain the majority of their Use of Self-competency and related soft skills from extracurricular experiences not their academic coursework.

Chapter V

Introduction

This chapter presents information learned from this research study in two contexts: (a) development of the Use of Self Questionnaire and (b) quantitative and qualitative data obtained from University of St. Thomas undergraduate students. This chapter shares key research findings, conclusions, and recommendations for real-world application and future research.

To note, I, the researcher, graduated from the University of St. Thomas in 2001 with a B.A. in Business Management and Journalism-Public Relations. In 2004, I graduated from the University of St. Thomas School of Law. The potential for personal bias in this dissertation is based on my former and current connections to the University of St. Thomas. Despite this, I confirm any potential personal biases were appropriately controlled to ensure the integrity of the conclusions drawn from the research.

Use of Self Questionnaire development

Findings & conclusions

Overall, I believe the development of the Use of Self Questionnaire was rigorous and relevant for use in this study. The Use of Self Questionnaire integrated questions concerning various essential aspects of Use of Self including self-awareness, social awareness, emotional intelligence, reflective practice, decision-making, and action. Use of Self Questionnaire 22 questions were answered by all 563 respondents. Therefore, I assume the questions were easy to understand and within the cognitive domain of individuals approximately 18 – 22 years old. Additionally, because there was a significant response rate among University of St Thomas undergraduate students to the Use of Self Questionnaire, I assume there may be a larger

percentage of students at this university who possess a higher level of interest in participating/learning new things.

Descriptive questions one through eight prior to the Use of Self Questionnaire itself were answered by the majority or all of the respondents (depending on the question). Answers to these questions provided a clear foundation to better understand the respondents' demographics.

University-specific questions at the end of the Use of Self Questionnaire were necessary to understand respondent's viewpoints regarding their undergraduate curriculum. Essay questions asking respondents to provide examples of undergraduate classes that taught self-awareness practices, reflective practices, and classes where students gained learning via experience rather than traditional textbooks or classroom or lectures were important for two reasons. One, the questions required respondents to reflect on their undergraduate education to date. Two, the questions required respondents to provide actual examples of curriculum that taught self-awareness practices, reflective practices, or provided experiential learning, or some cases where respondents felt their curriculum provided no education on the above list.

Overall, I believe the Use of Self Questionnaire obtained a significant amount of relevant data to accurately analyze and determine study conclusions within this specific population.

Recommendations

There are several recommendations for practice and future scholarship resulting from the development of the Use of Self Questionnaire.

First, the Use of Self Questionnaire was an efficient and effective tool to obtain research data, specifically in this study, for undergraduate students. This study's Use of Self

Questionnaire statistically significant response rate ensures an initial level of assessment credibility for future research use. With that said, after analyzing the data, there is an opportunity for future questionnaire refinement to produce an increasingly rigorous, valid, and reliable quantitative instrument. A list of suggestions follow:

- Change the Likert Scale anchor values. Change value five from “always” to “almost always” and change Likert Scale value one from “never” to “almost never.” The terms always and never seem much too absolute for imperfect human behavior;
- Determine an effective process to minimize respondent self-report bias. Self-report bias is a tendency for individuals to answer in socially desirable ways (Donaldson & Grant-Vallone, 2002). Self-report bias is not uniform across all behavioral/psychological research; rather, unique situational pressures are most relevant when accounting for self-report bias among self-reporting questionnaires (Donaldson & Grant-Vallone, 2002). Maintaining respondent Use of Self Questionnaire anonymity remains a critical component to minimize Use of Self Questionnaire respondent self-report bias; and,
- In order to better assess validity and reliability of the study, I would suggest running the Use of Self Questionnaire with undergraduate populations at a variety of other institutions within the state of Minnesota and/or across the United States. Increased population diversity will increase the validity and reliability of this study’s results, and Use of Self Questionnaire results generally.

I sincerely hope that the Use of Self Questionnaire is utilized in future practice and academic research to help determine Use of Self-competency among undergraduate students as well as other populations.

Second, for purposes of this study, I felt the demographic-specific questions provided adequate foundational information for my population. For future practice or academic research, those using the Use of Self Questionnaire may certainly modify the demographic-specific questions to obtain population demographics in alignment with one's specific study.

Third, for purposes of this study, I felt the university-specific questions provided a breadth of information regarding my population's opinion of their undergraduate curriculum. For future practice or academic research within post-secondary education, I would recommend adding an essay question where students could provide example of college courses that teach self-management skills.

For future practice or academic research outside the post-secondary education field, researchers may modify this section to highlight other forms of learning about self-awareness, reflective practices, and experiential learning phases. Suggestions for questions for alternate learning phases could include questions from an individual's childhood, elementary/secondary education, graduate school, early professional career, mid-professional career, late professional career, management training, leadership training, cultural experiences, and other.

Use of Self Questionnaire quantitative and qualitative data

Findings and conclusions

There are three major conclusions I can make from the quantitative and qualitative research data.

First, there is a relatively high level of Use of Self-competency among University of St. Thomas undergraduate students. I did not expect this finding. In fact, I hypothesized that there

would be a low level of Use of Self-competency among University of St. Thomas undergraduate students.

However, while the quantitative data shows the majority of University of St. Thomas undergraduates answering the Use of Self Questionnaire questions with a “most of the time” and “always” response indicating a high level of Use of Self-competency, demographic-specific questions, university-specific questions, and qualitative interview responses indicate some level of Use of Self-competency development learned outside of classroom. The amount of Use of Self-competency learned outside the undergraduate classroom was not quantifiable in this study.

Second, quantitative and qualitative data shows that University of St. Thomas undergraduate students perceived their classroom education as providing mediocre-to-very little soft skill learning.

Quantitative data responses to university-specific questions evidence a majority of responses to self-awareness education, reflective practice training, and experiential learning as “some”, “very few”, or “none” of my classes. Additionally, while there was a plethora of courses listed as essay responses to question asking respondents to list any courses that taught self-awareness or reflective practices, in reviewing the list, a few course categories were quantifiably listed more often than others, including philosophy, theology, English, Psychology, and Business 200. Notable, University of St. Thomas undergraduate curriculum requires undergraduates to take core liberal arts course including at least one English course, at least one Theology course, and at least one Philosophy course: generally taken during the freshman and sophomore years of undergraduate education.

Further, quantitative data and qualitative interviews evidenced a general theme that undergraduate students learned and developed their soft skills outside of their undergraduate classes. Supporting quantitative data includes a majority of undergraduates involved in extracurricular activities as well as work/internships outside of the university. Qualitative responses by respondents included phrases such as:

- “The classroom experience isn’t exactly the same as the outside classroom. Like I would say outside the classroom is where I learn the most like living with people and how you should interact with people.” (Qualitative Interview Transcript, Interview One);
- “Umm, maybe I do, like I said, I am an English major so I am developing and focusing on soft skills constantly...I can definitely tell a difference in the soft skills between business majors and humanities majors...in English you are asked to reflect constantly. Whereas, you are not asked to reflect in business.” (Qualitative Interview Transcript, Interview Two); and,
- “...for the most part I would say yes. Generally, there is no degree program that can teach you how to handle everything that comes your way in a place of business.” (Qualitative Interview Transcript, Interview Three).

Given a majority of University of St. Thomas undergraduate students perceive their soft skill development as a result of external activities and experiences, it seems there is an imminent opportunity for the university to develop soft skill training.

Finally, females are more likely to have a high Use of Self-competency than males. This is a different conclusion than finding females as more likely to develop Use of Self-competency than males, which was not supported in this study.

Females were found to be more likely than males to have high Use of Self-competency based on the Chi-Square Test of Independence findings noting a strong relationship between females and,

- Respondents who self-assessed themselves as understanding the reason for their emotions;
- Respondents who self-assessed themselves as having the ability to overcome anxiety in new or changing situations;
- Respondents who self-assessed themselves as having the ability to stay calm in stressful situations;
- Respondents who self-assessed themselves as having the ability to choose the way they react when something negative happens; and,
- Respondents who self-assessed themselves as being a highly empathetic person.

These findings do not provide clear evidence as to why a female may be more likely to have a high Use of Self-competency. I assume females have a higher Use of Self-competency than males because females may have a stronger connection to their emotions and a stronger sense of empathy and compassion toward others. Either/any of these assumptions maybe explained through further research of early childhood development, gender studies, psychology studies, or other. Most importantly to note, however, the data in this research study does not preclude females or males from developing a high Use of Self-competency.

Recommendations

There are several recommendations for practice and future scholarship resulting from this study.

First, and foremost, I would recommend the University of St. Thomas implement a Use of Self-competency course to its undergraduate curriculum. I would suggest this course be integrated into the core curriculum and be required to take by the end of a student's first undergraduate year. Students in their first year have the cognitive ability to learn and practice self-awareness and social awareness. As such, educating an entire freshman class each year in Use of Self-competency will develop a cohesive soft skillset for use and practice throughout in-class and out-of-class learning.

Second, I would recommend the University of St. Thomas assess its students' current level of Use of Self-competency using the Use of Self Questionnaire at the beginning of the Use of Self-competency course. This will give students a baseline from which to grow and instructors a baseline in which to teach. Additionally, I would recommend students take the Use of Self Questionnaire at the end of the Use of Self-competency course as well as a required task in completion of each year's study including the senior year. Because Use of Self-competency requires consistent personal practice, assessing one's Use of Self-competency numerous times throughout one's undergraduate education will remind students to practice Use of Self to ensure they are developing strong soft skills including interpersonal communication, demanded by employers.

Third, I would recommend the University of St. Thomas build strong relationships with the many for-profit, non-profit, and government entities where its students reporting working/interning. These relationships should not be solely based on financial gain but, relationships built on a common goal of developing students with soft skill proficiency ready to enter the workplace upon graduation. There should be a consistent connection between in-class

learning and out-of-class learning. In this same context, I would suggest for-profit, non-profit, and, government entities collaborating with the University of St. Thomas use the Use of Self Questionnaire during onboarding and throughout an employee's years of service. A validated, consistent quantitative tool should provide more accurate, stable data identifying the employee Use of Self-competency and his/her growth areas.

Fourth, I would recommend Use of Self-competency be taught beyond educational institutions. It is essential for University of St. Thomas educators and organization employers and employees at the many for-profit, non-profit, and government entities hiring St. Thomas students to fully understand and integrate Use of Self-competency into their curriculum and/or professional development opportunities. An internal and external environment encircling undergraduate students with a deep understanding and practice of Use of Self-competency will truly help produce individuals who master Use of Self-competency and who are highly proficient in soft skills.

Fifth, I would recommend this study be replicated at a variety of post-secondary institutions across a much larger geographic area. Additional studies on Use of Self-competency using the Use of Self Questionnaire could help provide a stronger, substantiated findings to develop a Use of Self-competency course for all post-secondary institutions across the United States as well as Use of Self-competency training for other populations.

Limitations

This study was limited to undergraduate students at a single, private university in the state of Minnesota. While a significant number of individuals participated in the quantitative

portion of the study, the results cannot be generalized to the greater population of undergraduate students in the state of Minnesota or undergraduate populations across the United States.

Additionally, because this study was limited to undergraduate students at a single, private university in the state of Minnesota, the results cannot be generalized to greater populations outside of a post-secondary institution. Use of Self Questionnaire data for populations beyond undergraduate students at the University of St. Thomas would require further research.

Closing Remarks

After completing this dissertation, I now have new questions I hope to answer with future research:

- Does the general female population have a higher Use of Self-competency than the general male population? And, if so, what is attributed to the different competency levels?
- Do individuals have stronger social awareness in comparison to self-awareness? And, why?
- While, I specifically focused on the undergraduate population in this study, but I am very interested in understanding the level of Use of Self-competency among organization executives, high-potential employees, and employees at all organization levels and across all departments. Individual case studies in conjunction with the Use of Self Questionnaire could provide some interesting data analysis.
- Are there elements of Use of Self-competency that are nurtured and internalized by individuals during their early childhood development? And, if so, what elements are they

and how can that early childhood development be practically replicated.

- Are there certain post-secondary institutions that teach soft skills or some version of Use of Self-competency curriculum? And, if so, do graduates of these institutions have increased employability and upward organization promotion?

I believe Use of Self-competency is a critical component of one's personal and professional success. I believe a person should develop high Use of Self-competency and succinctly soft skill proficiency because these skills will not only help support, encourage, and sustain a successful career these skills will also help support, encourage, and sustain successful relationships. I believe humans can bring out the best in one another and bring out the worst in one another. My hope is that the dynamic systems surrounding each one of us, with specific reference to undergraduate education systems in this dissertation, will have the capabilities and resources to build better humans for the benefit of agriculture, economics, education, communities, religion, technology, law, politics, ethics, the environment, medicine, social structures, the arts, but most of all humanity.

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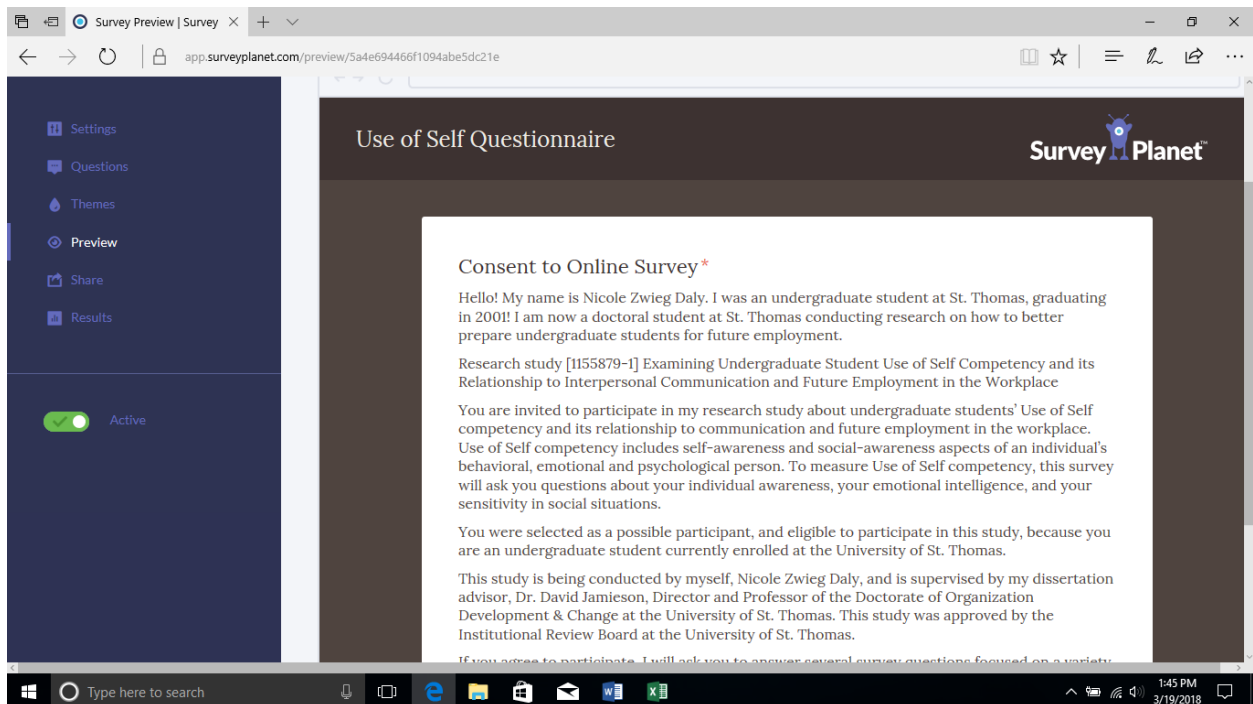
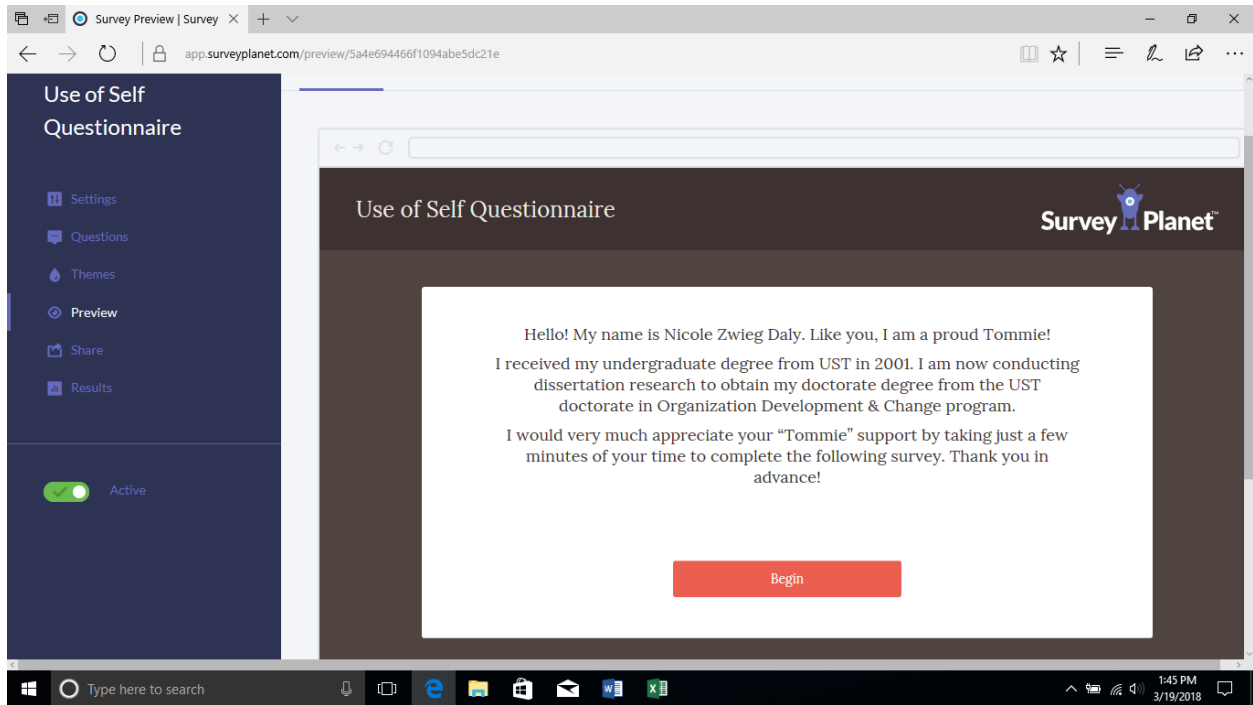
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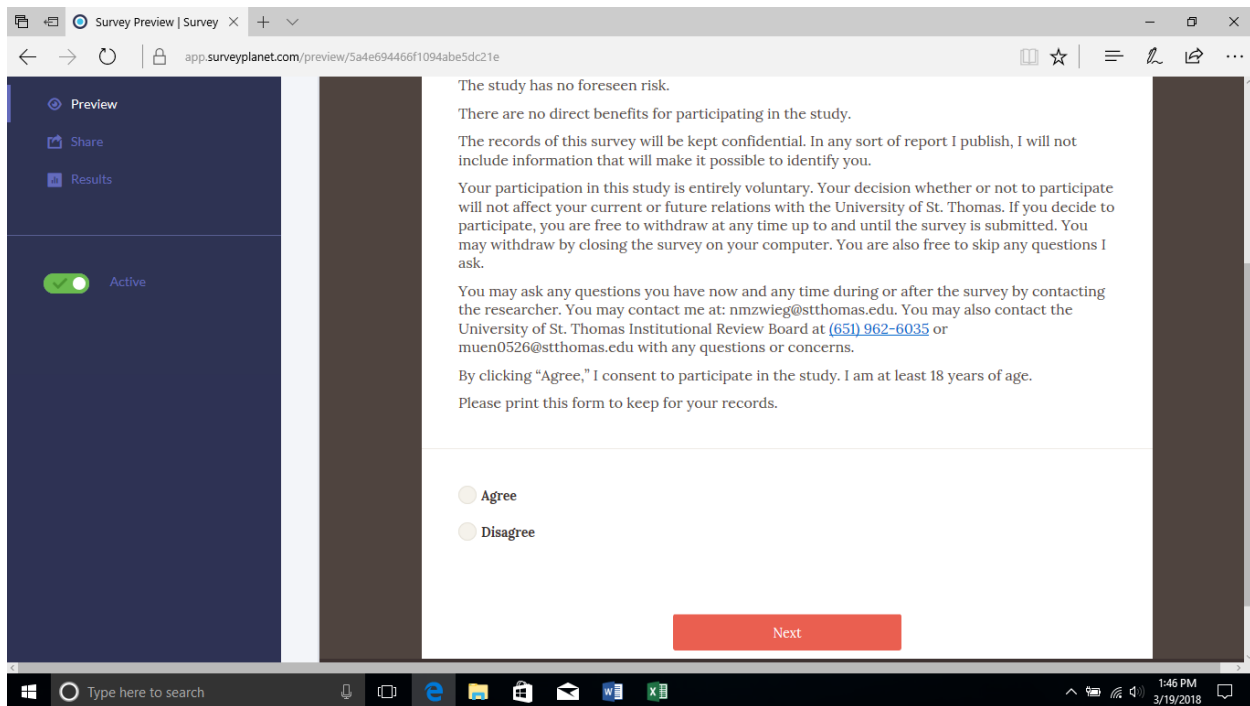
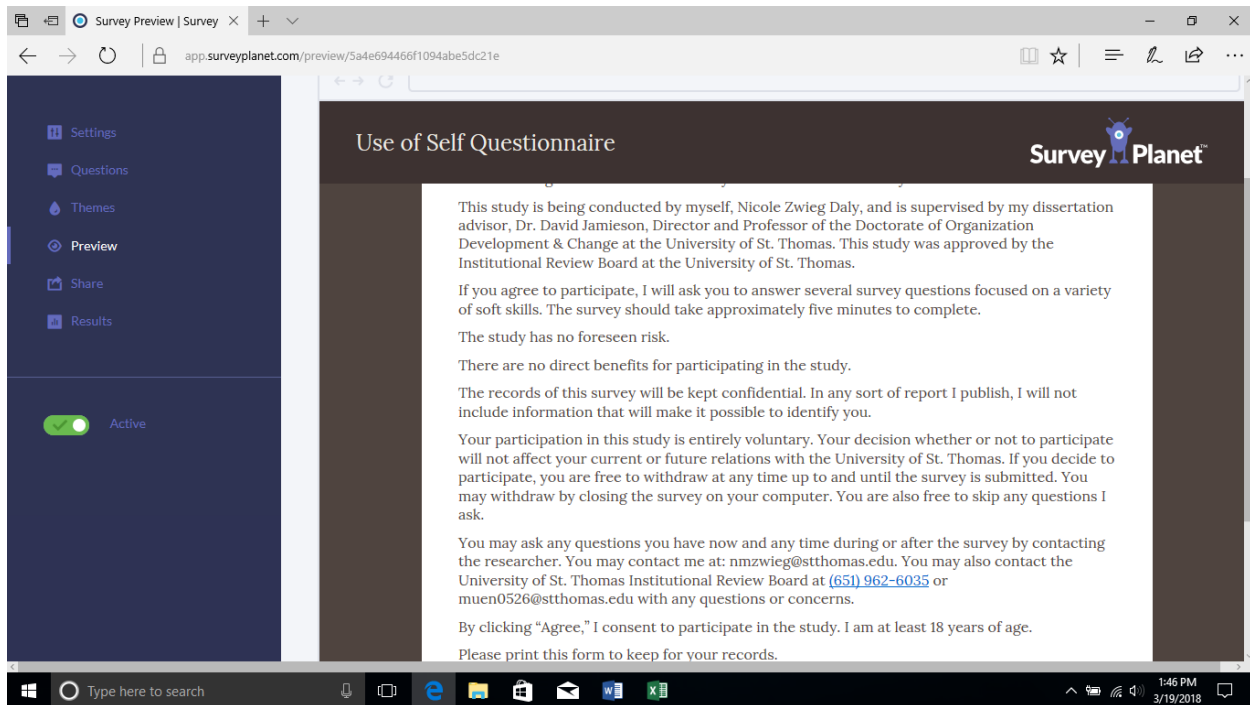
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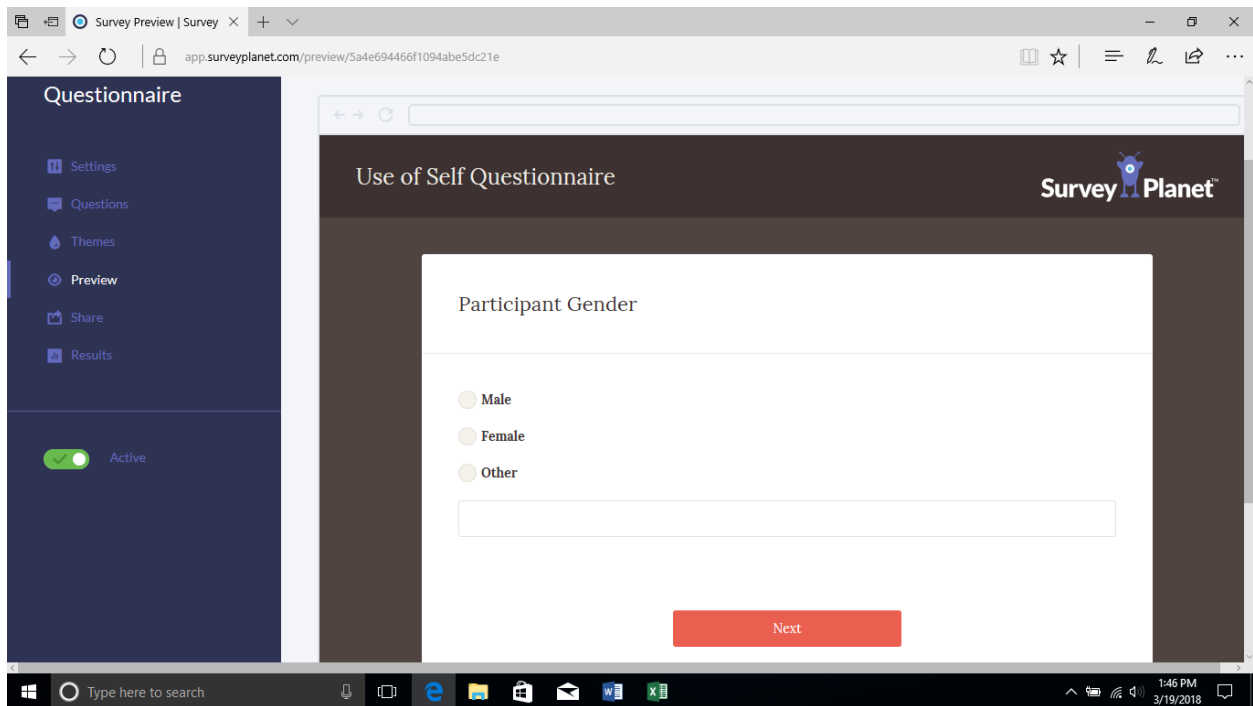
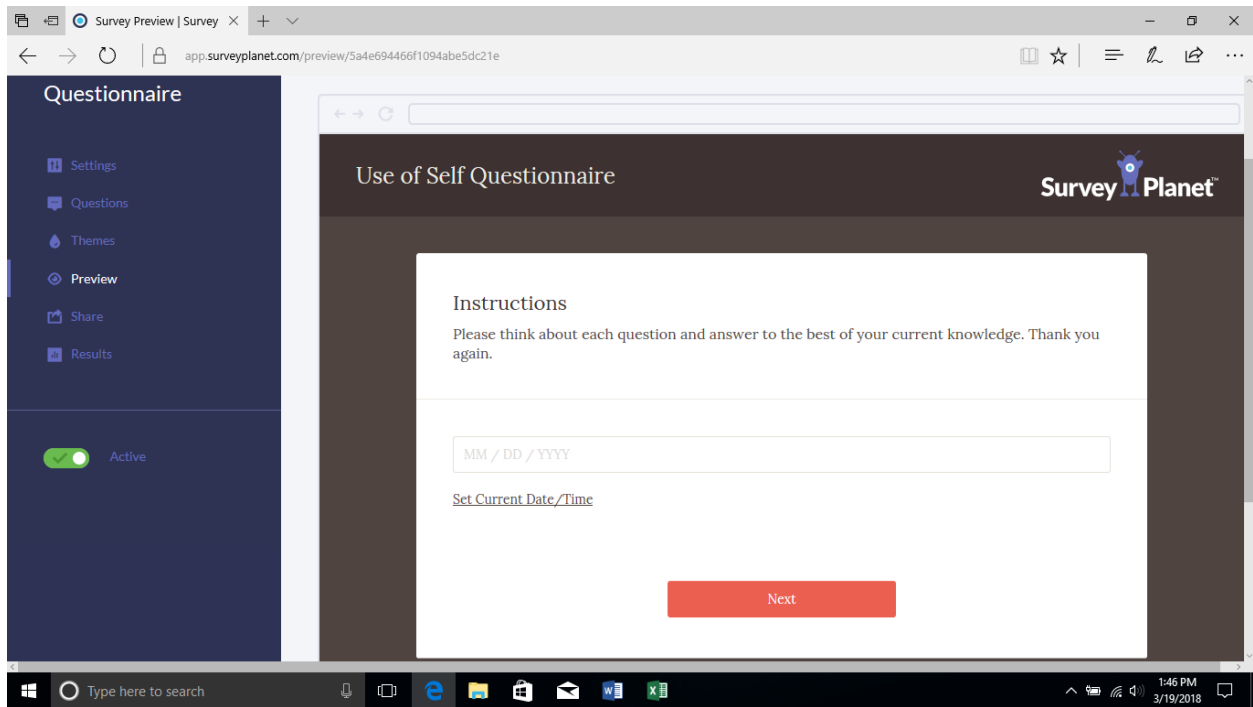
Appendix

Appendix A

Use of Self Questionnaire on Surveyplanet.com platform







Survey Preview | Survey ×

app.surveypalnet.com/preview/5a4e694466f1094abe5dc21e

Settings
Questions
Themes
Preview
Share
Results

Active

Use of Self Questionnaire

Participant Grade Level

☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior
☐ Other

Next

Type here to search

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Survey Preview | Survey ×

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Settings
Questions
Themes
Preview
Share
Results

Active

Use of Self Questionnaire

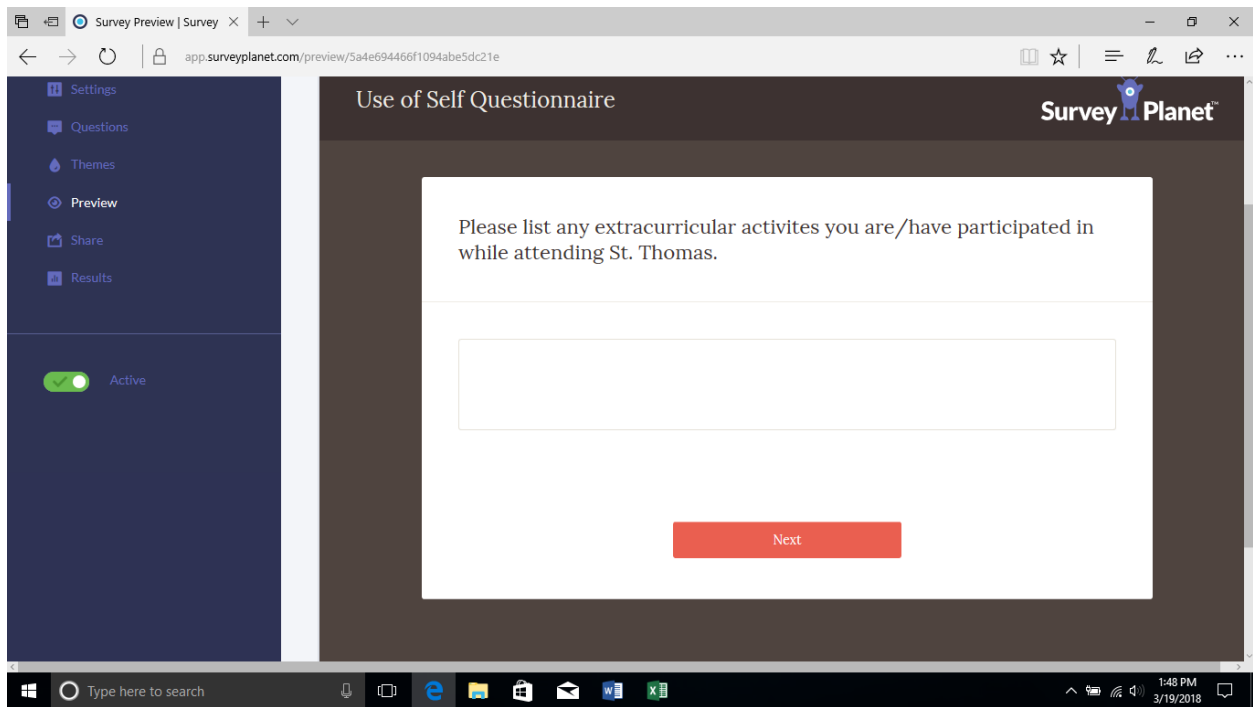
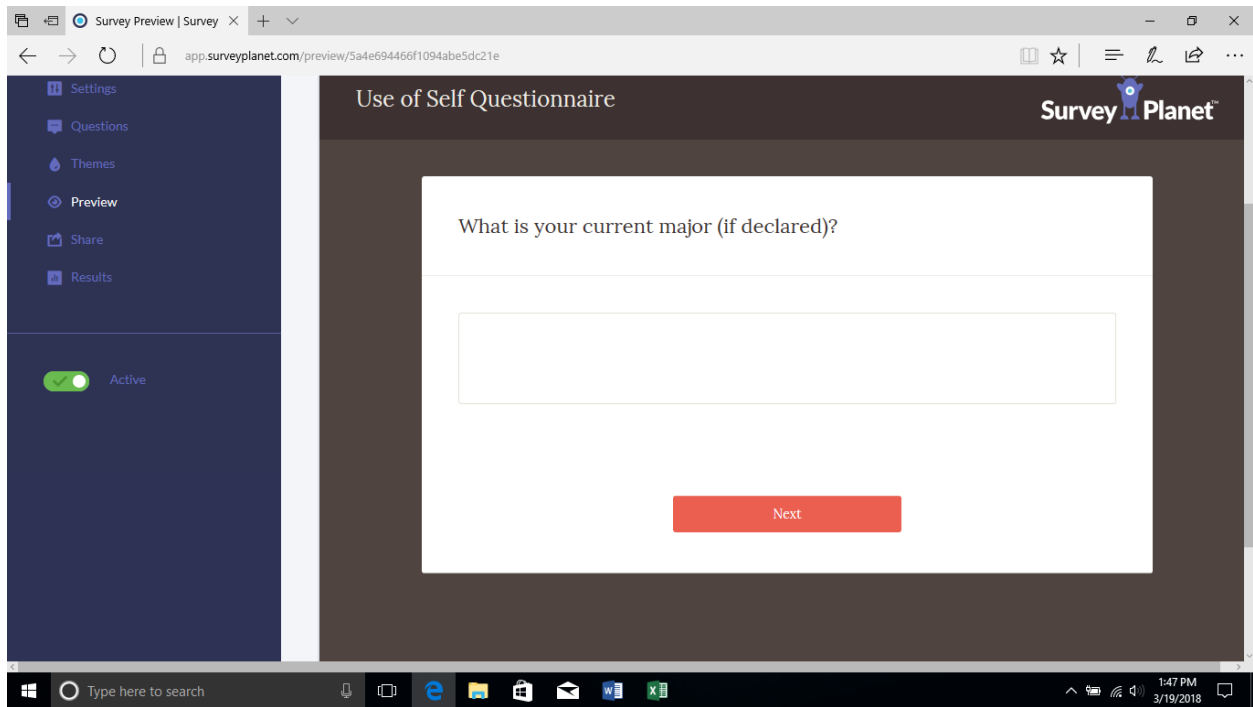
Current Participant GPA

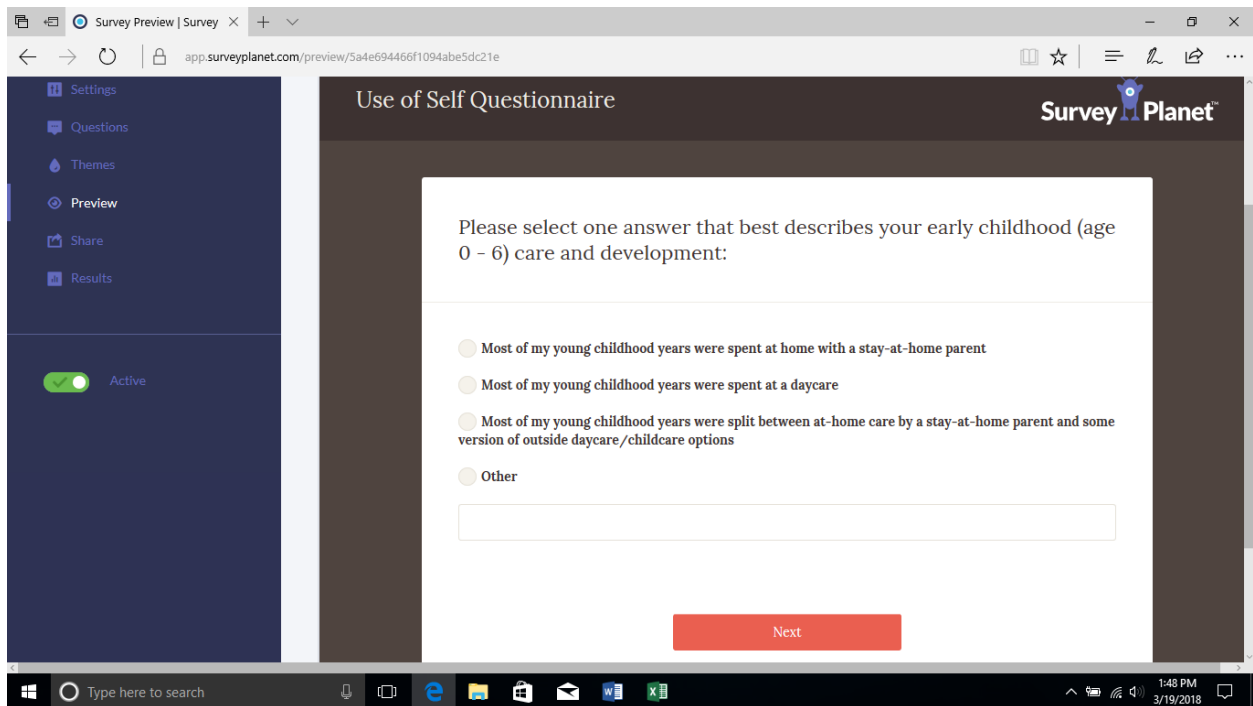
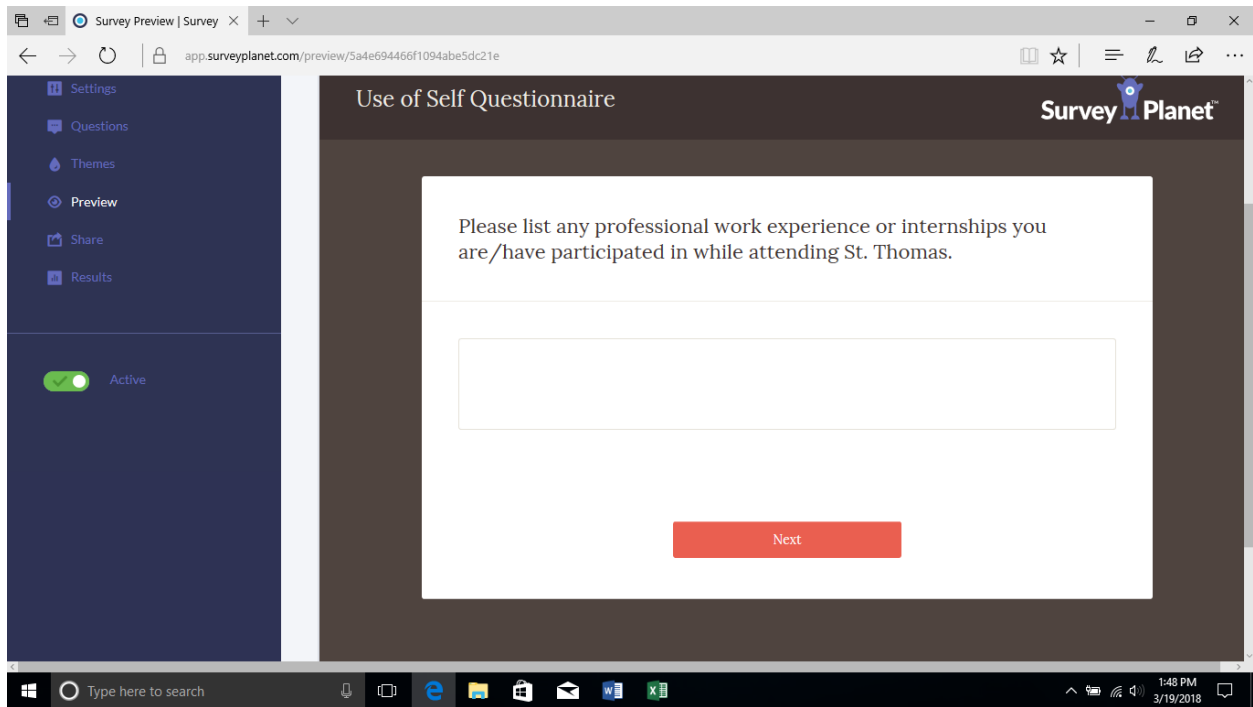
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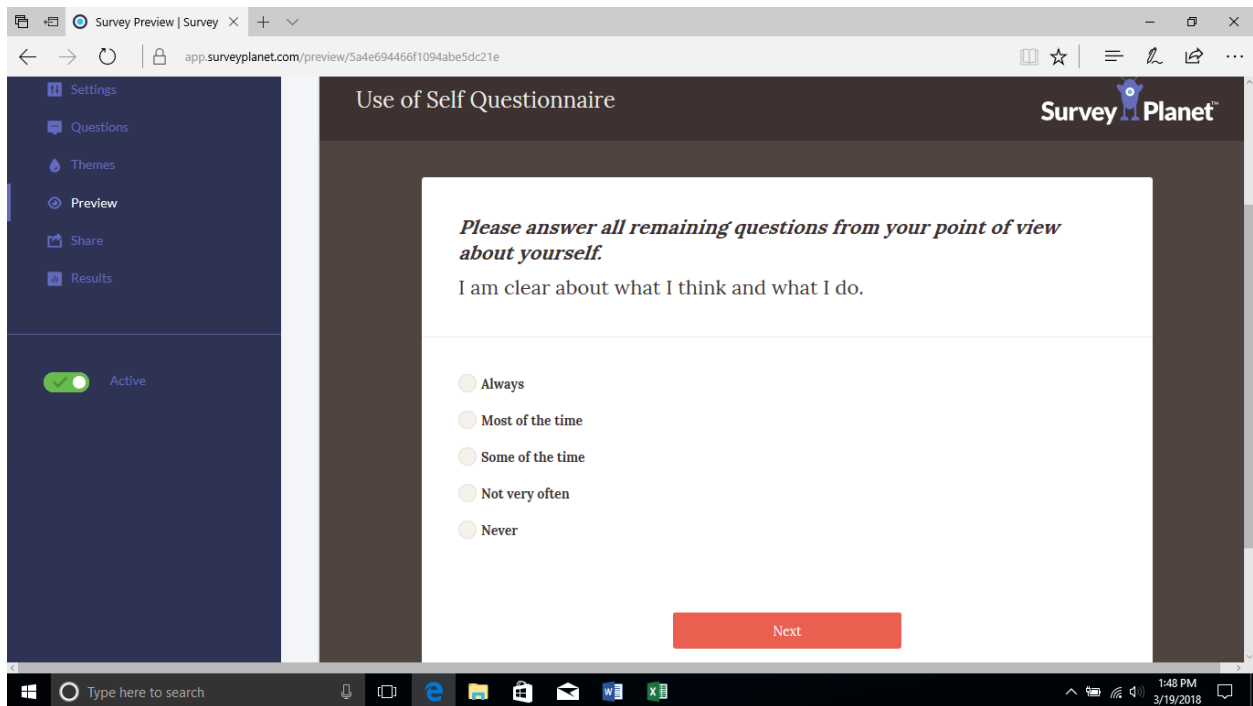
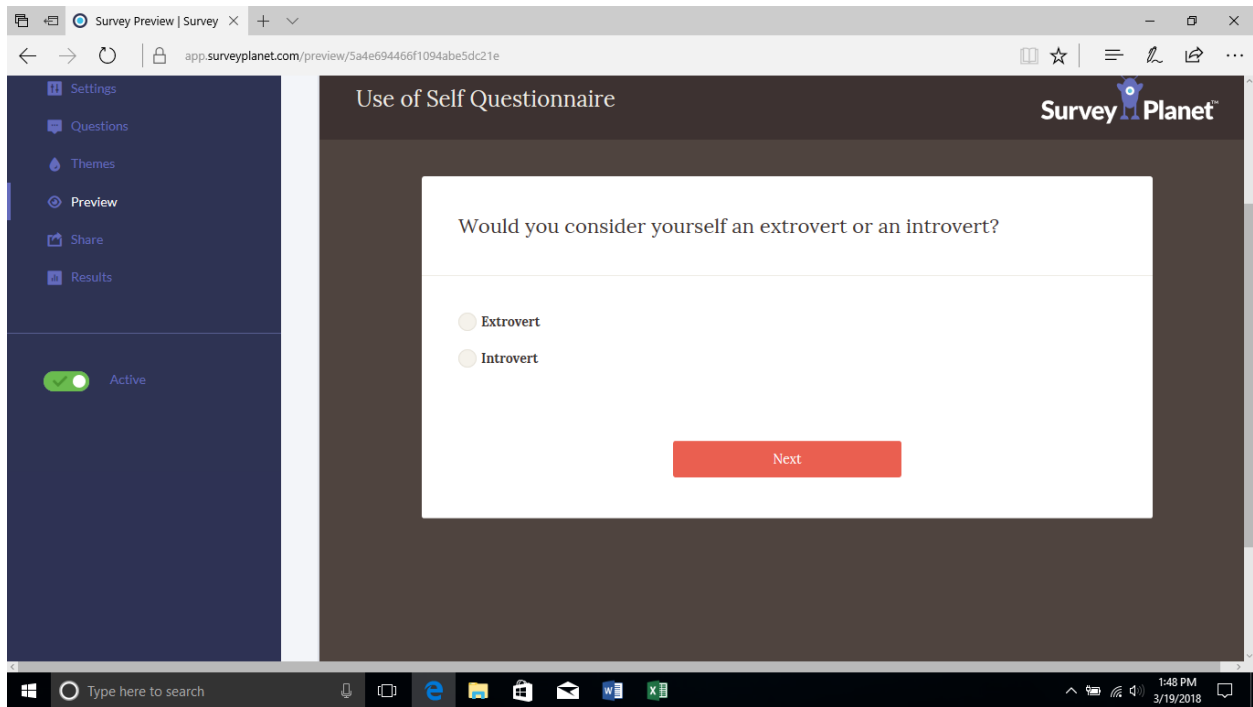
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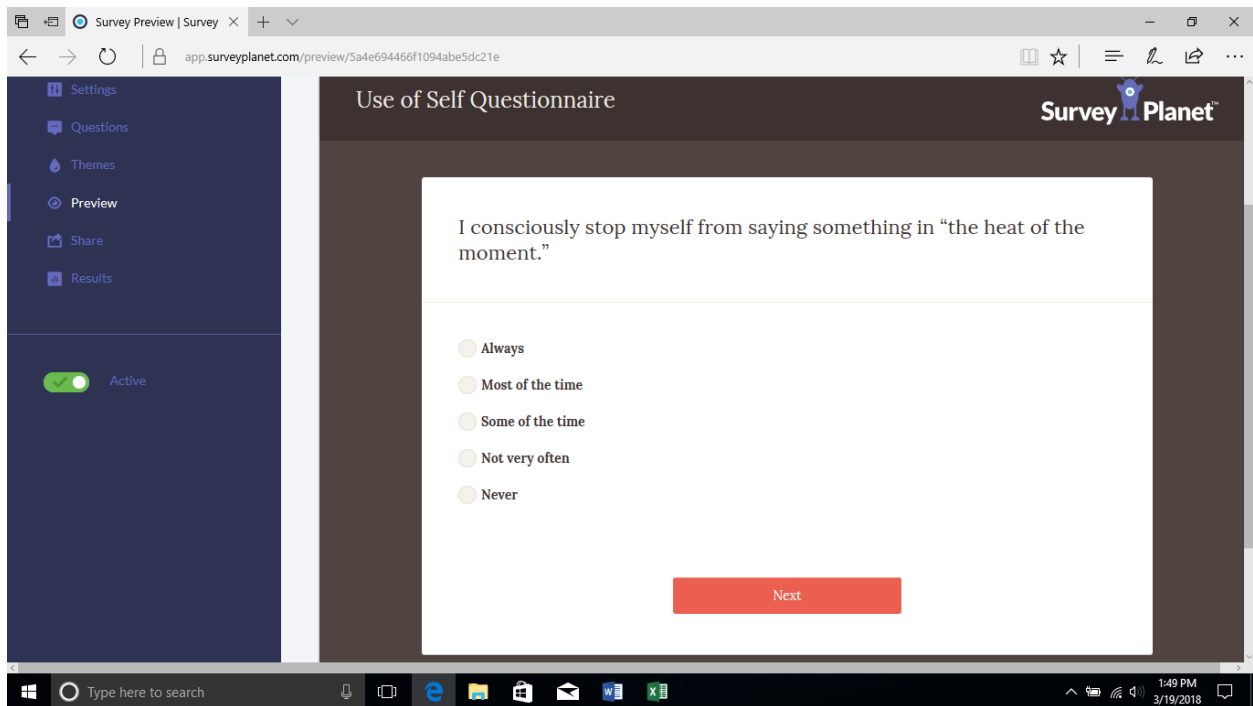
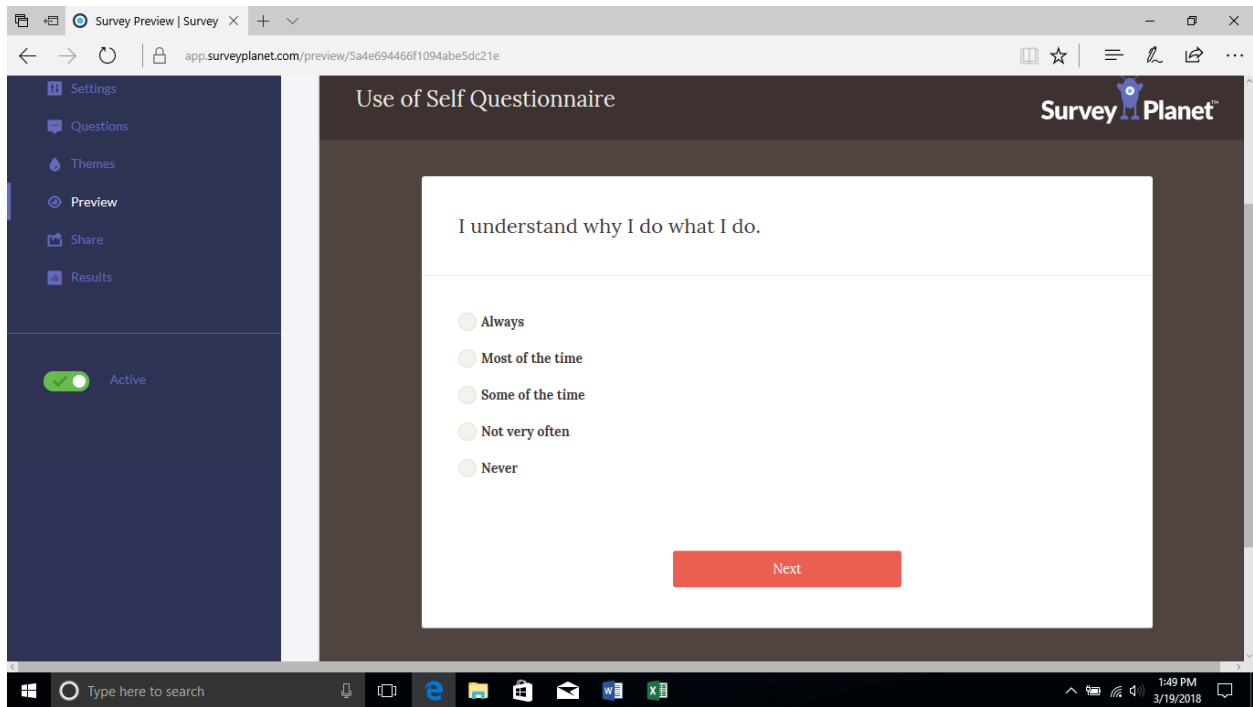
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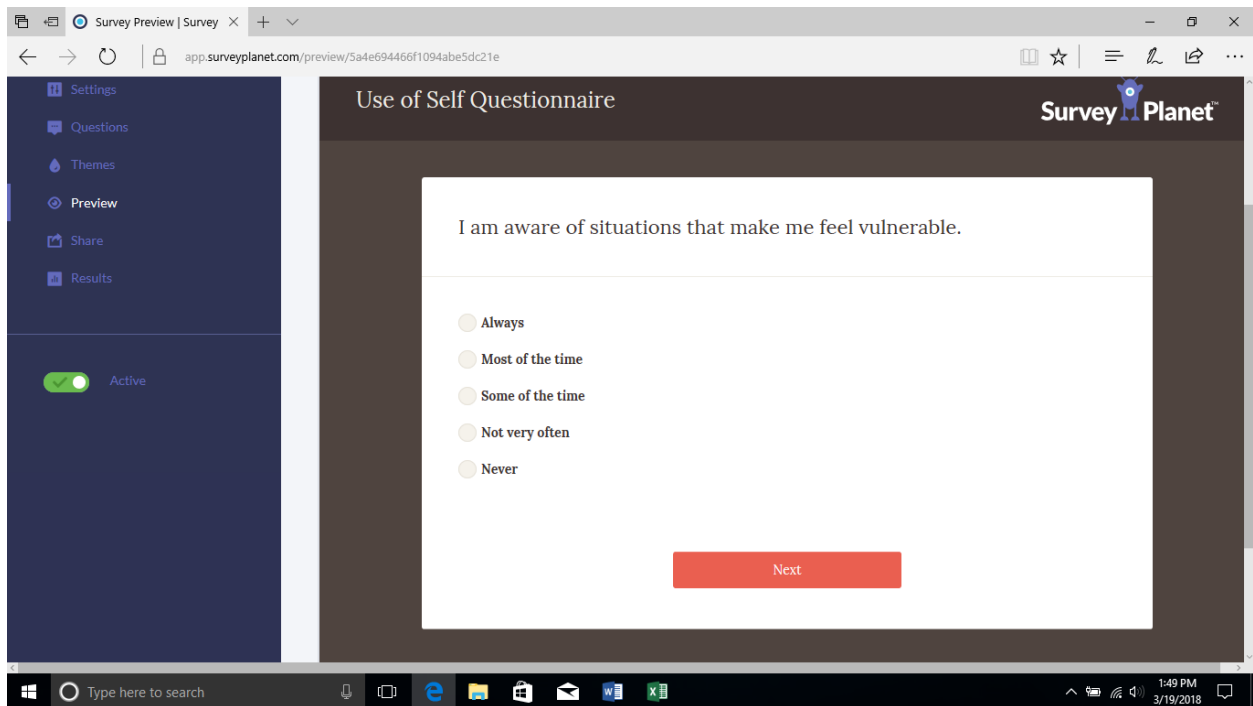
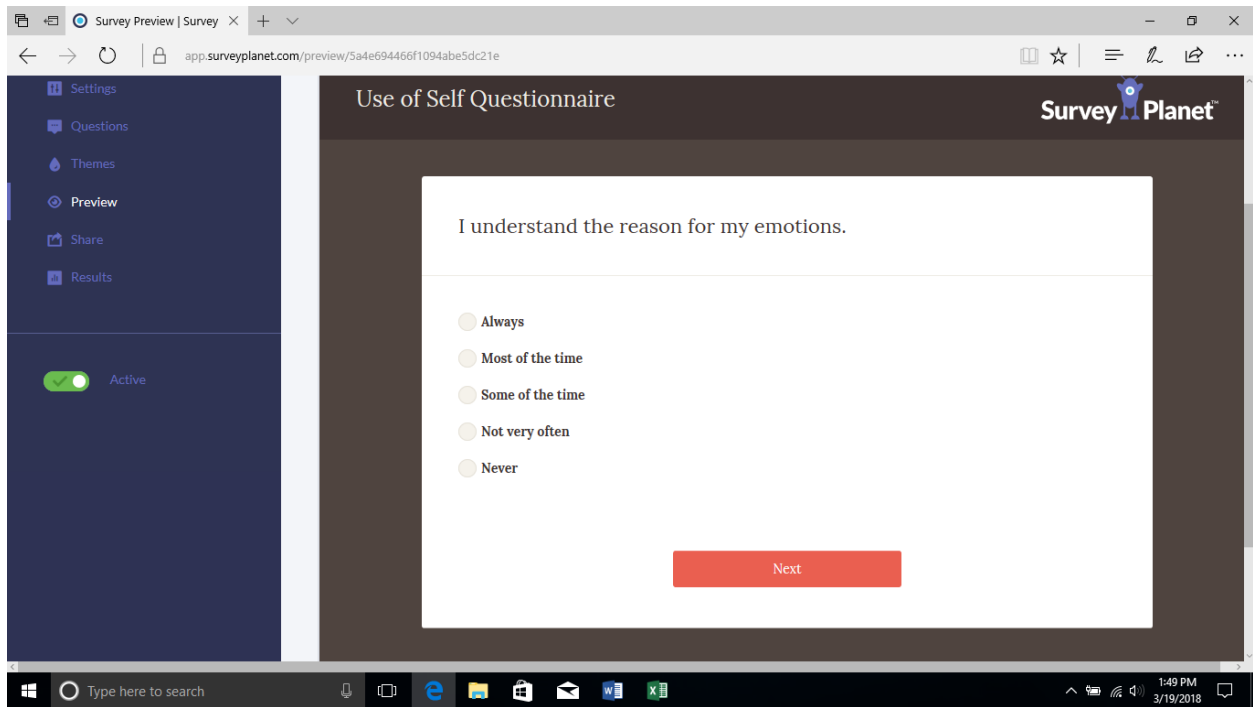
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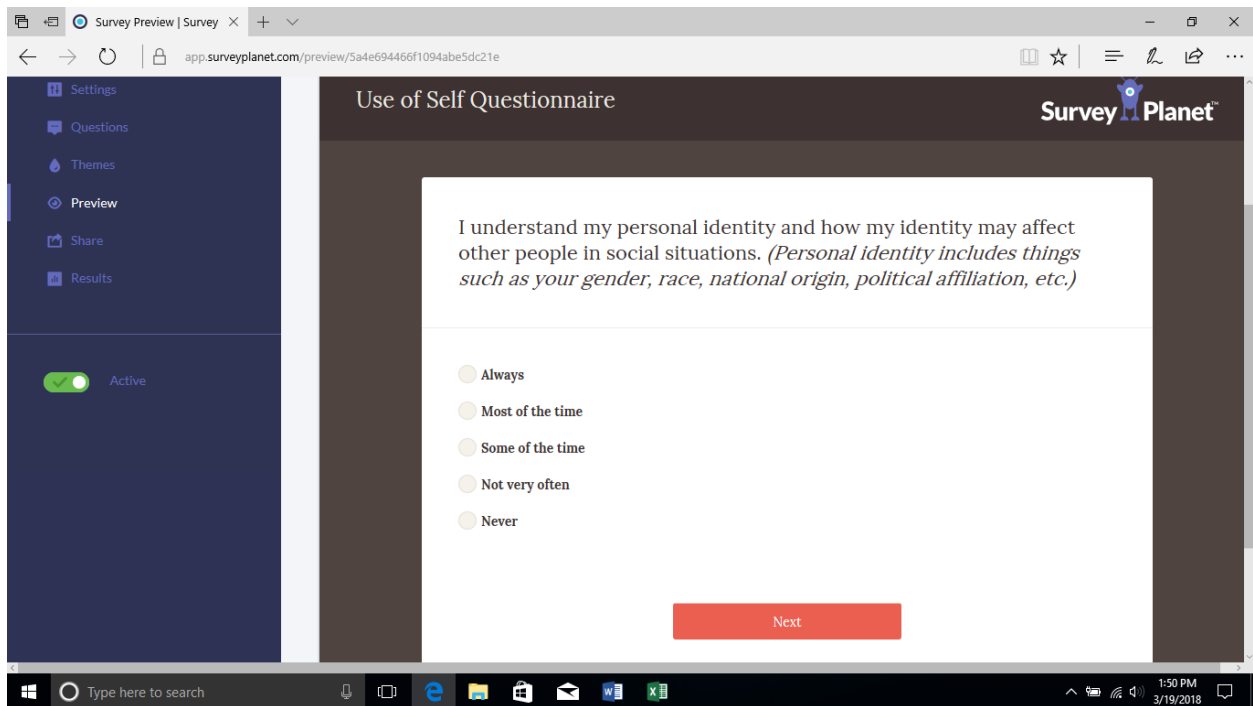
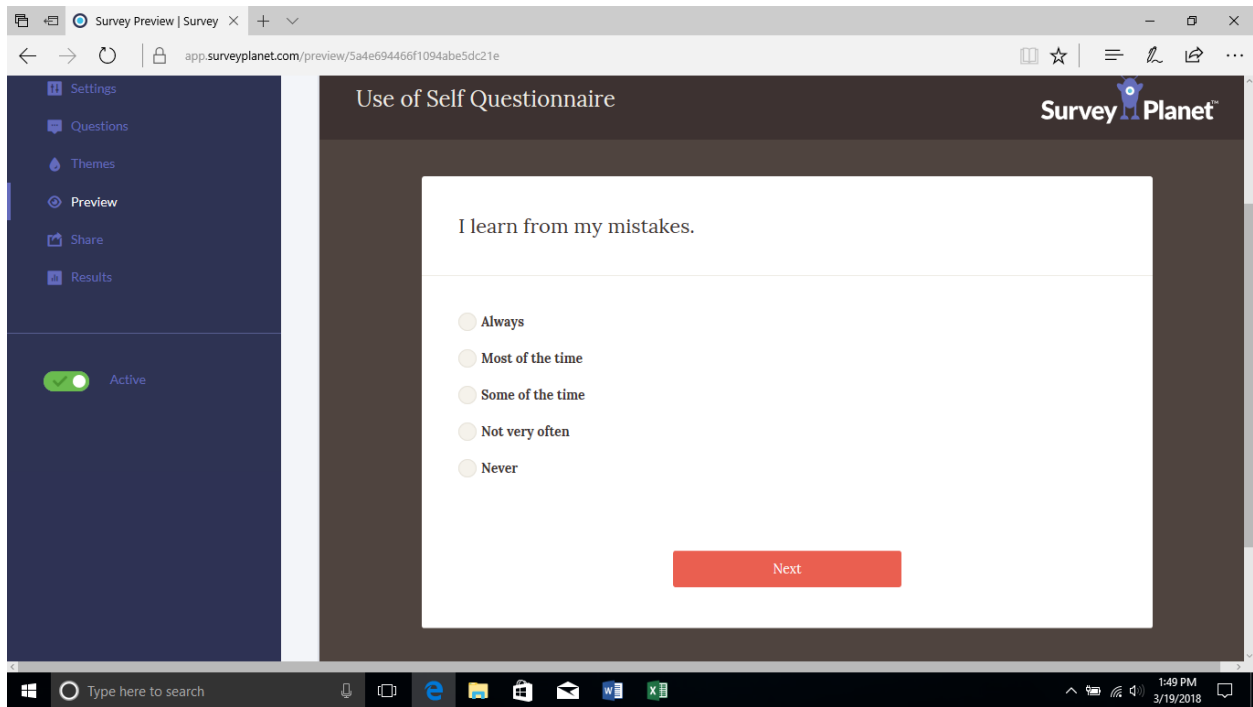


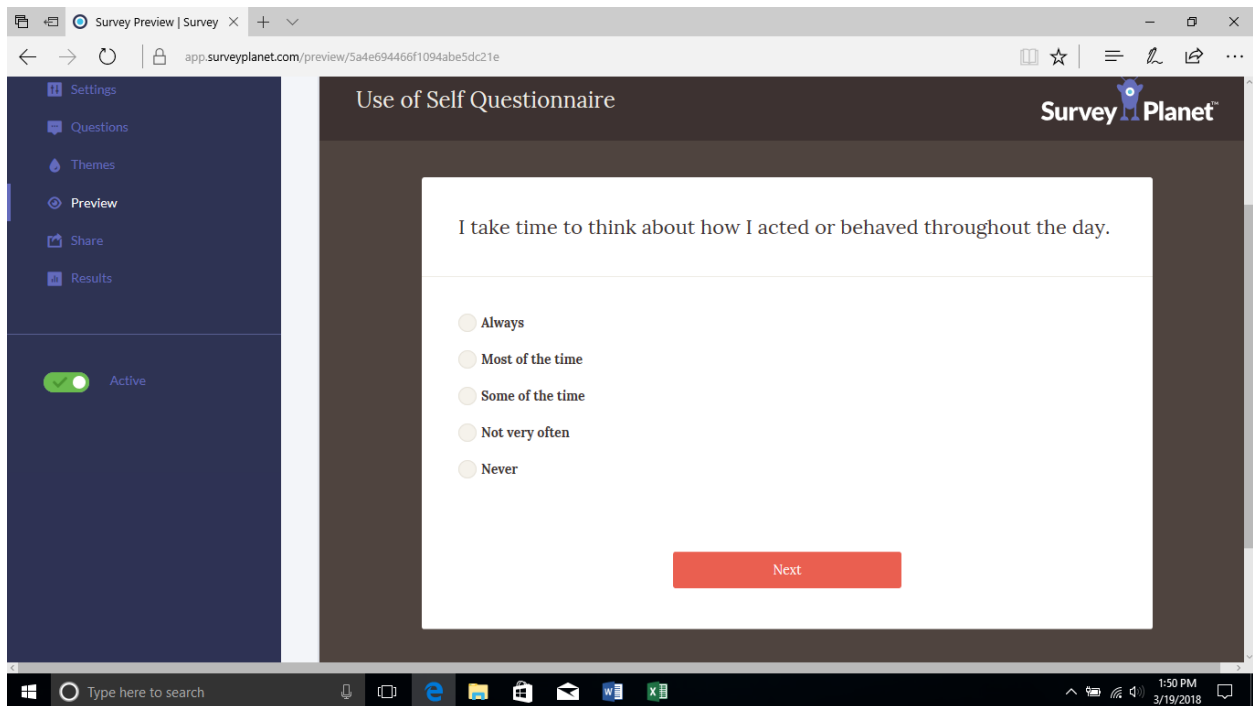
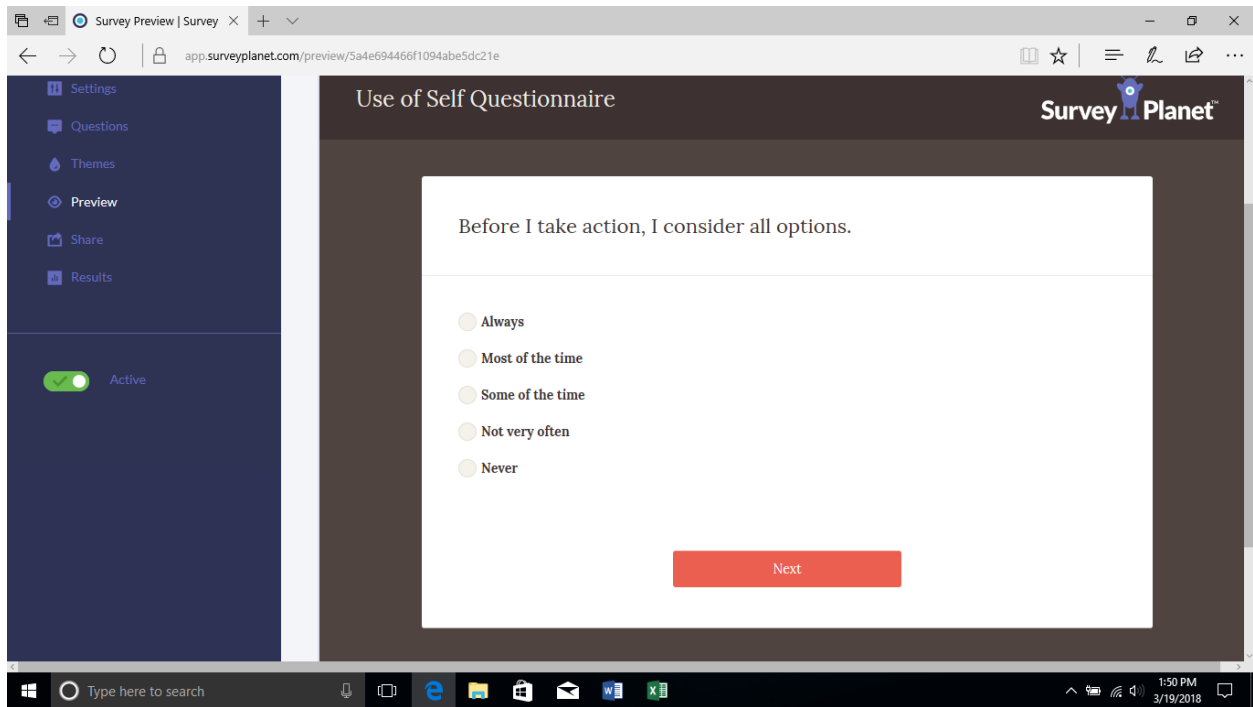


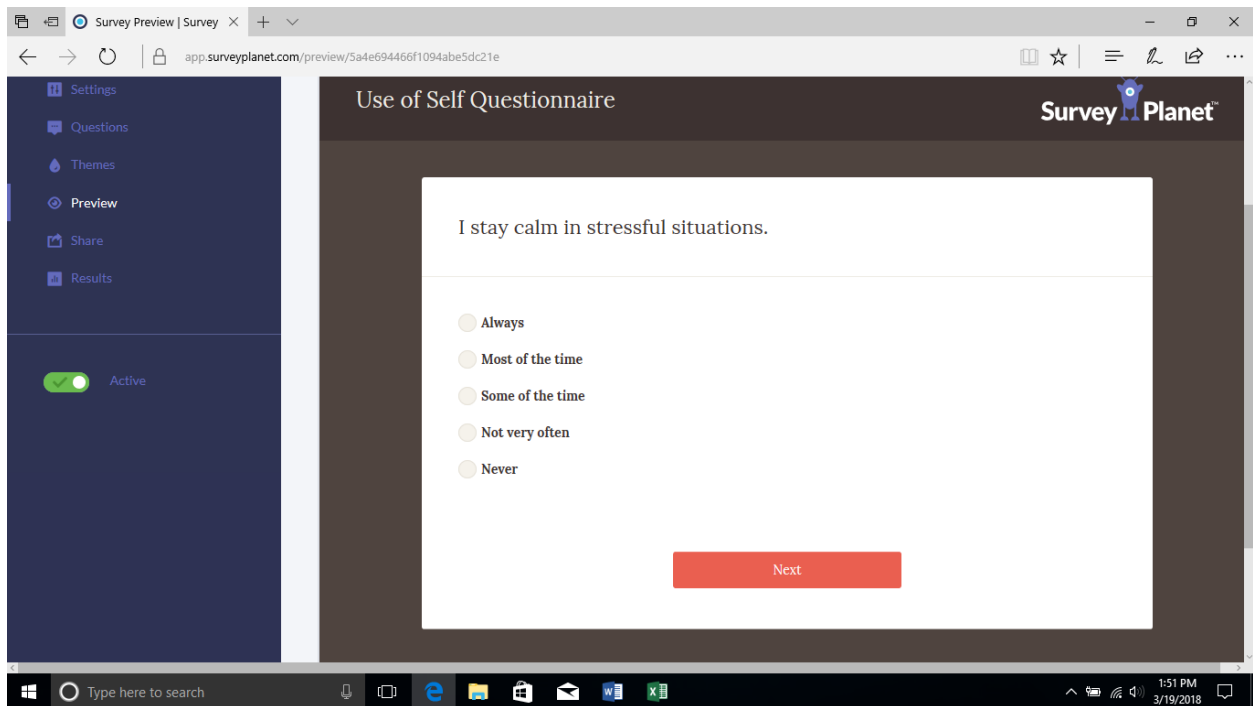
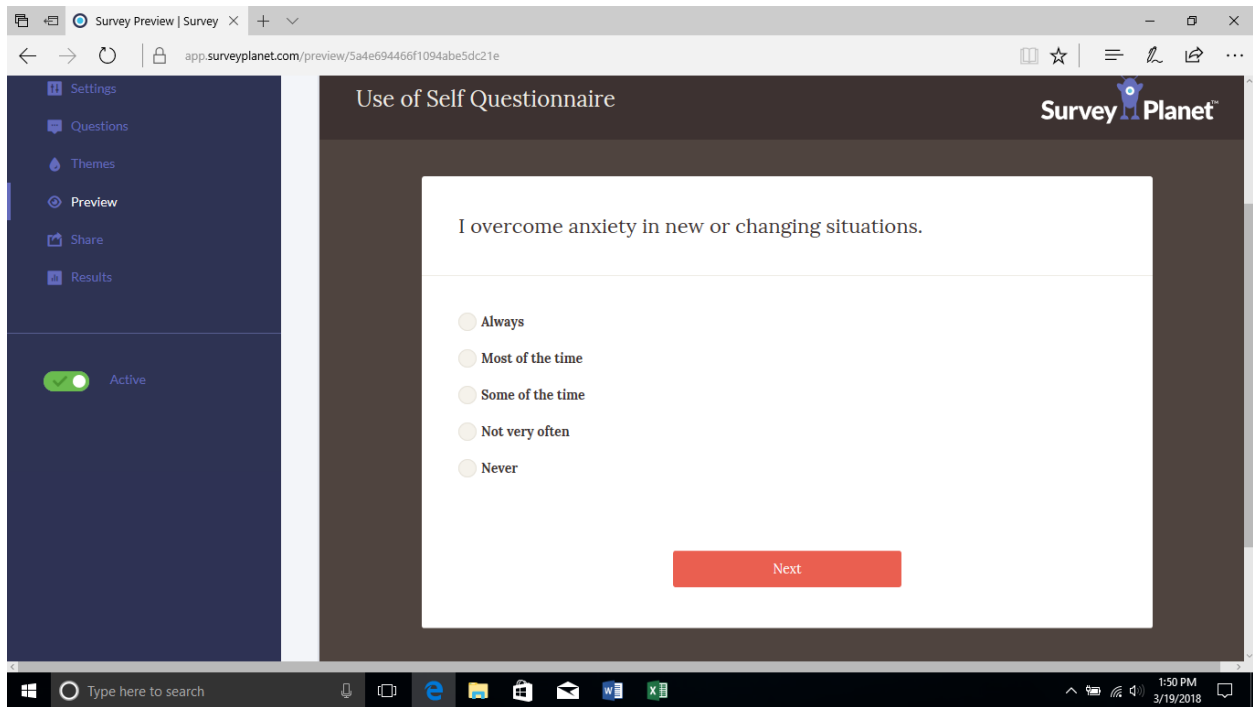


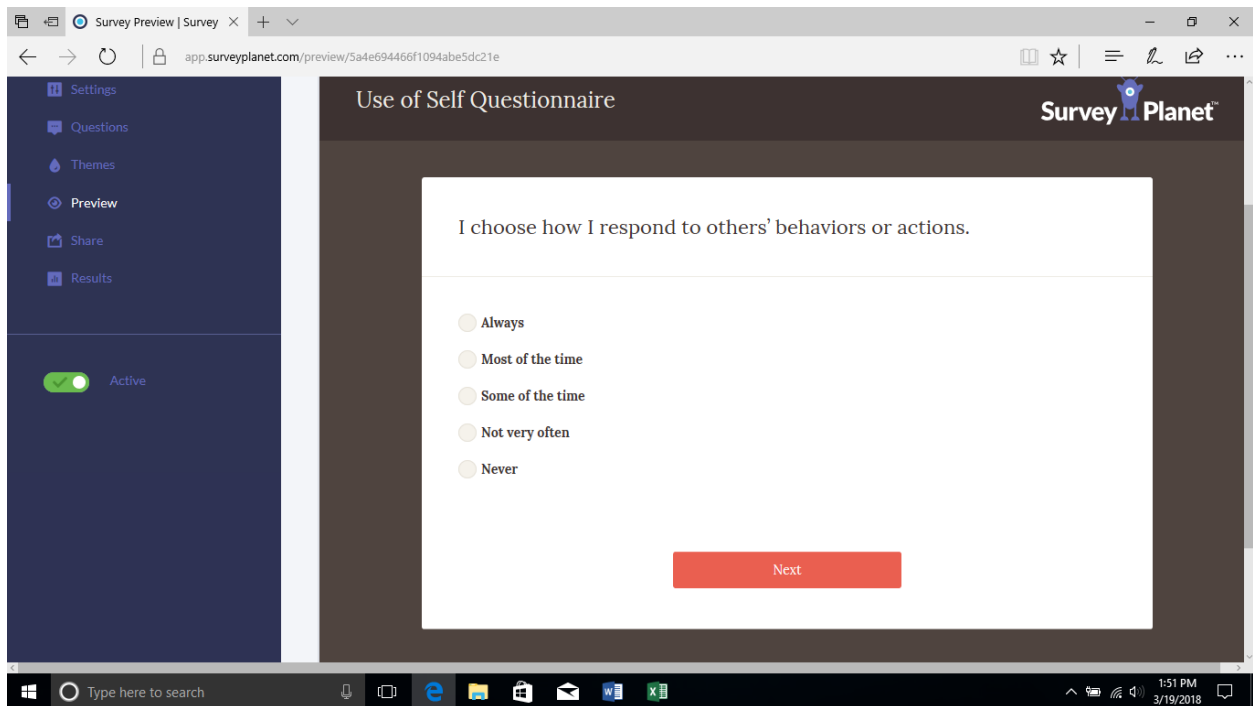
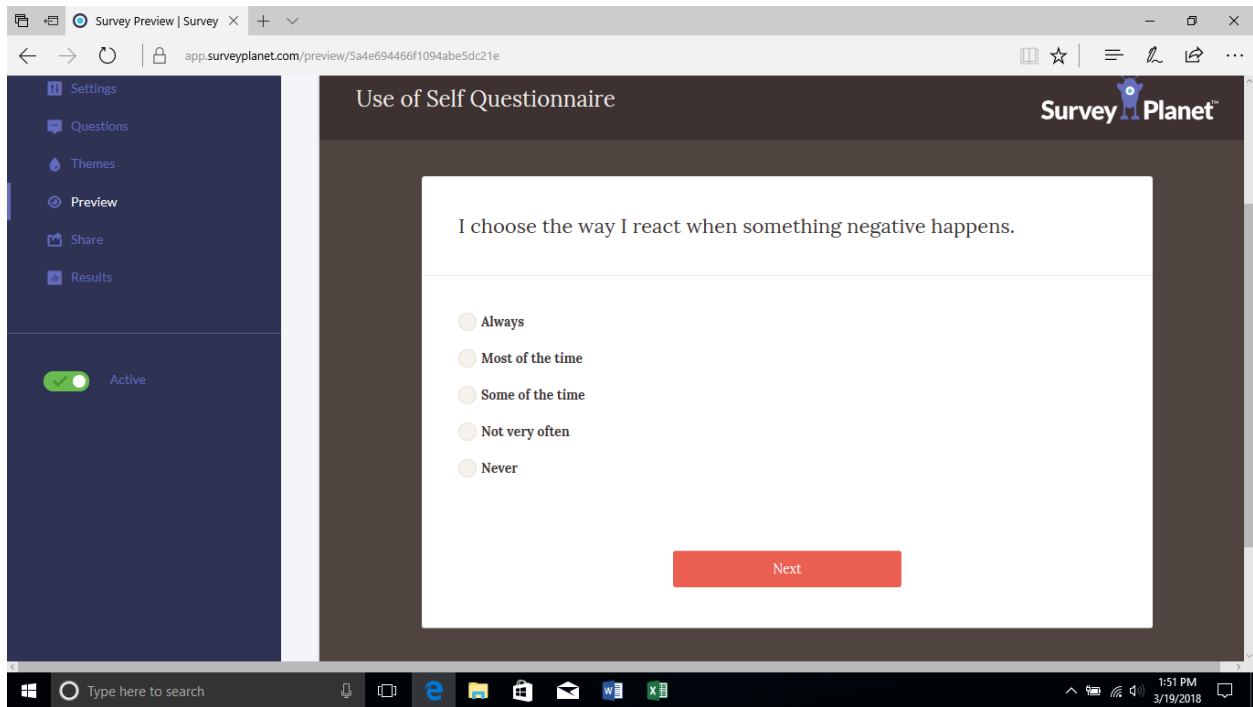


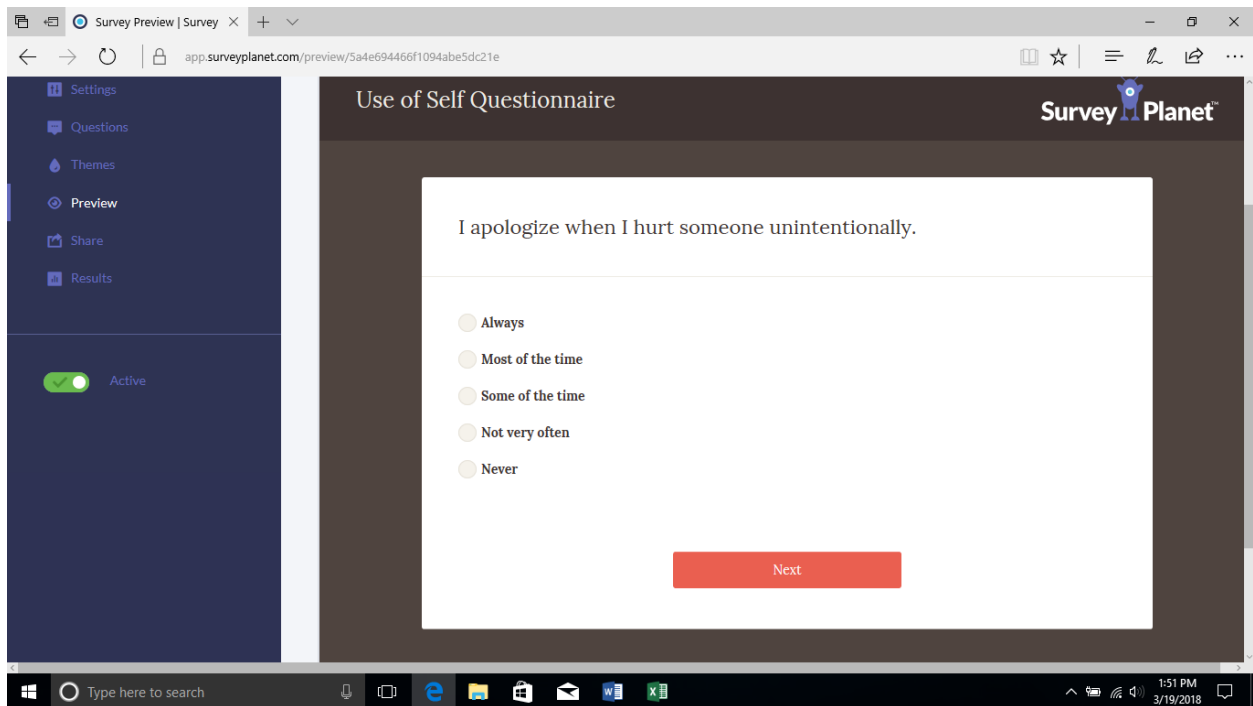
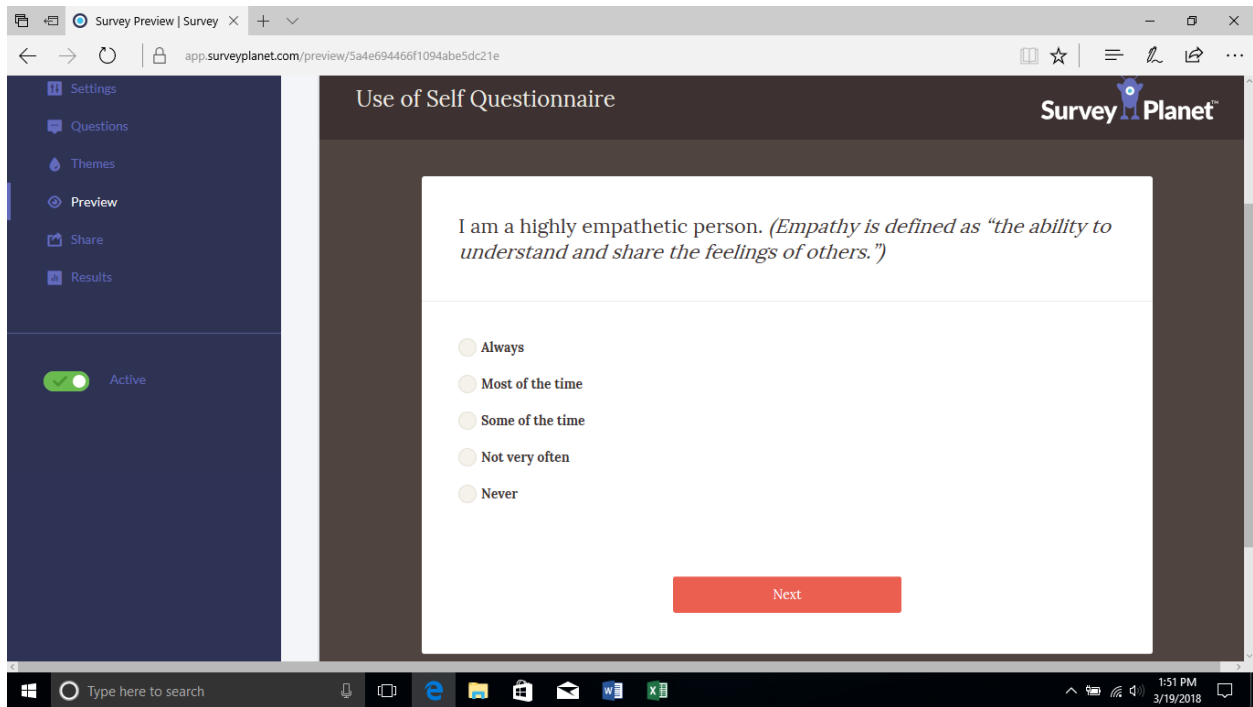


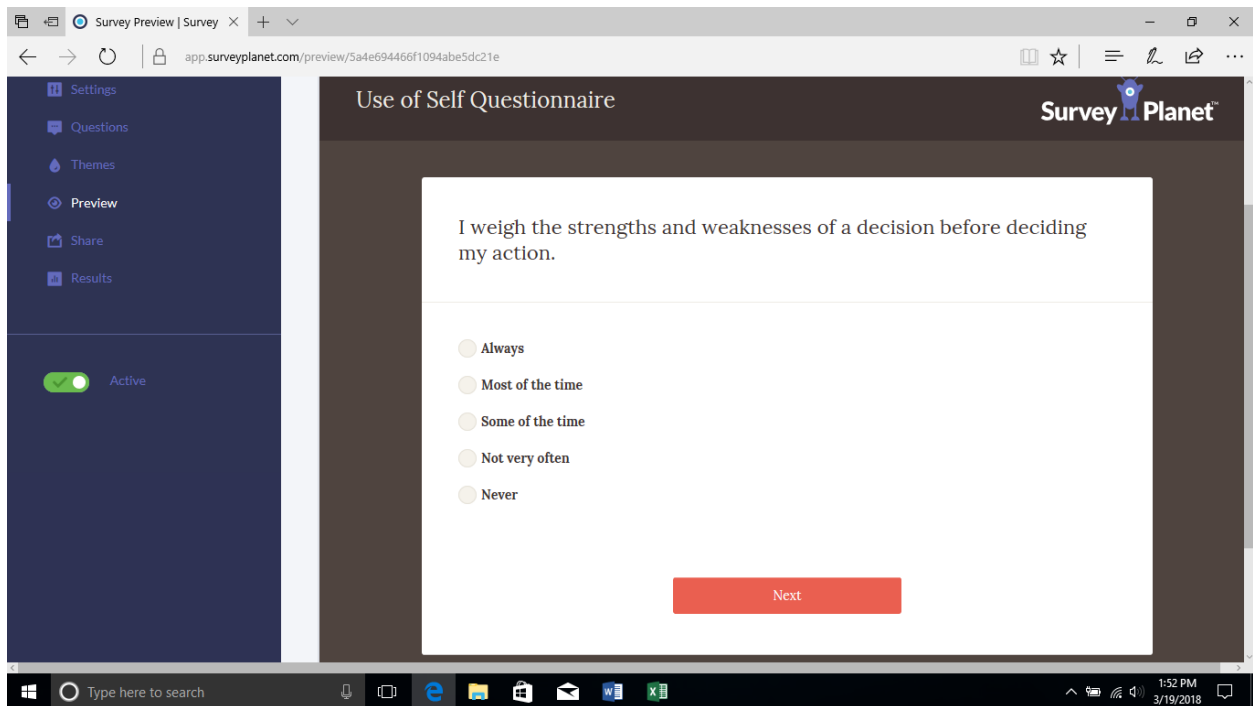
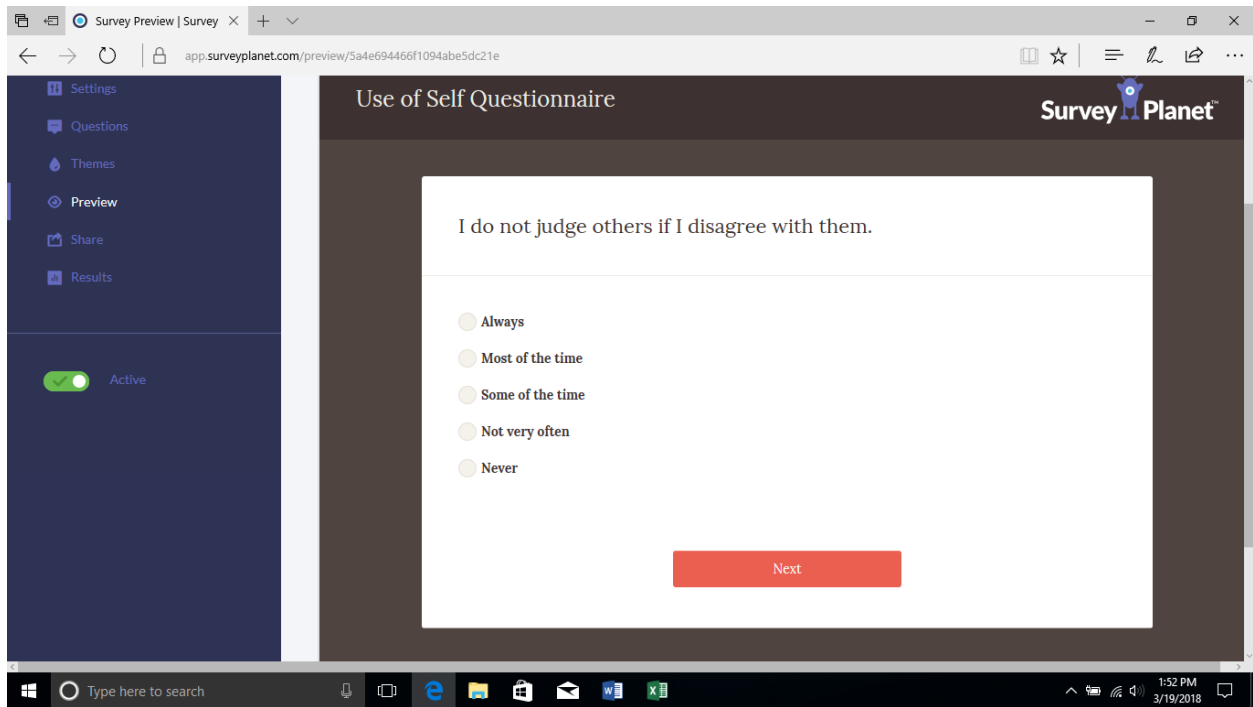


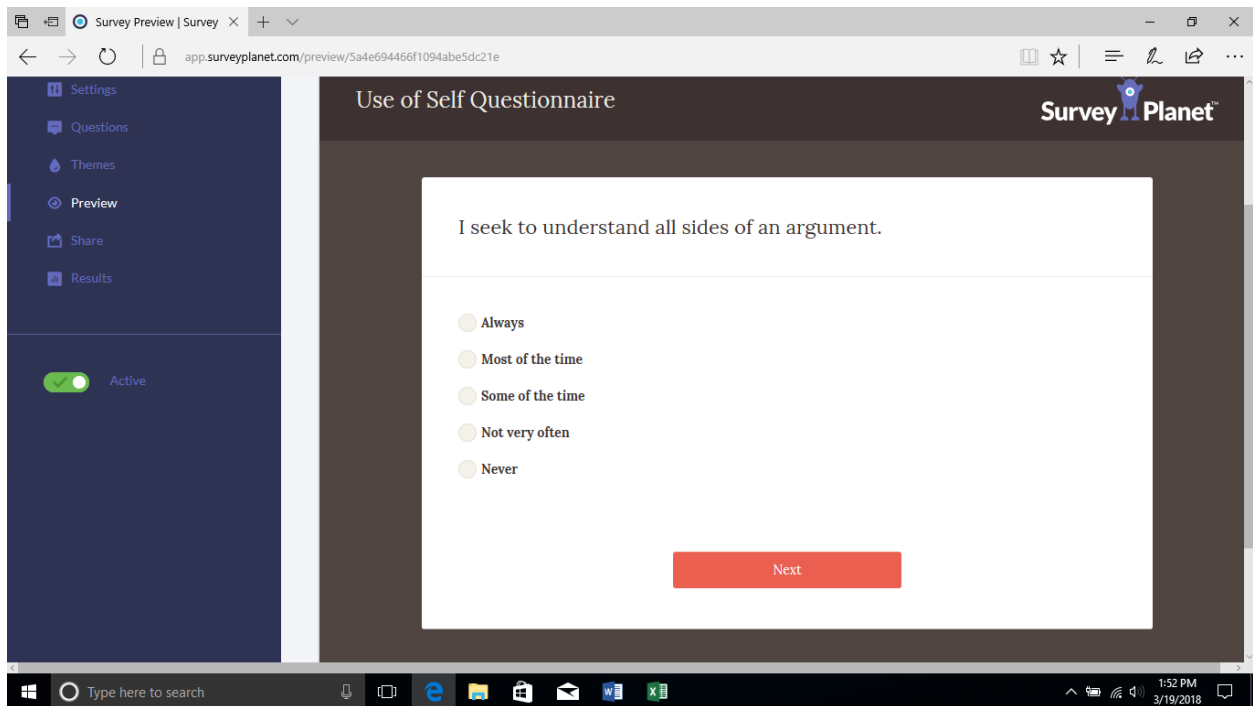
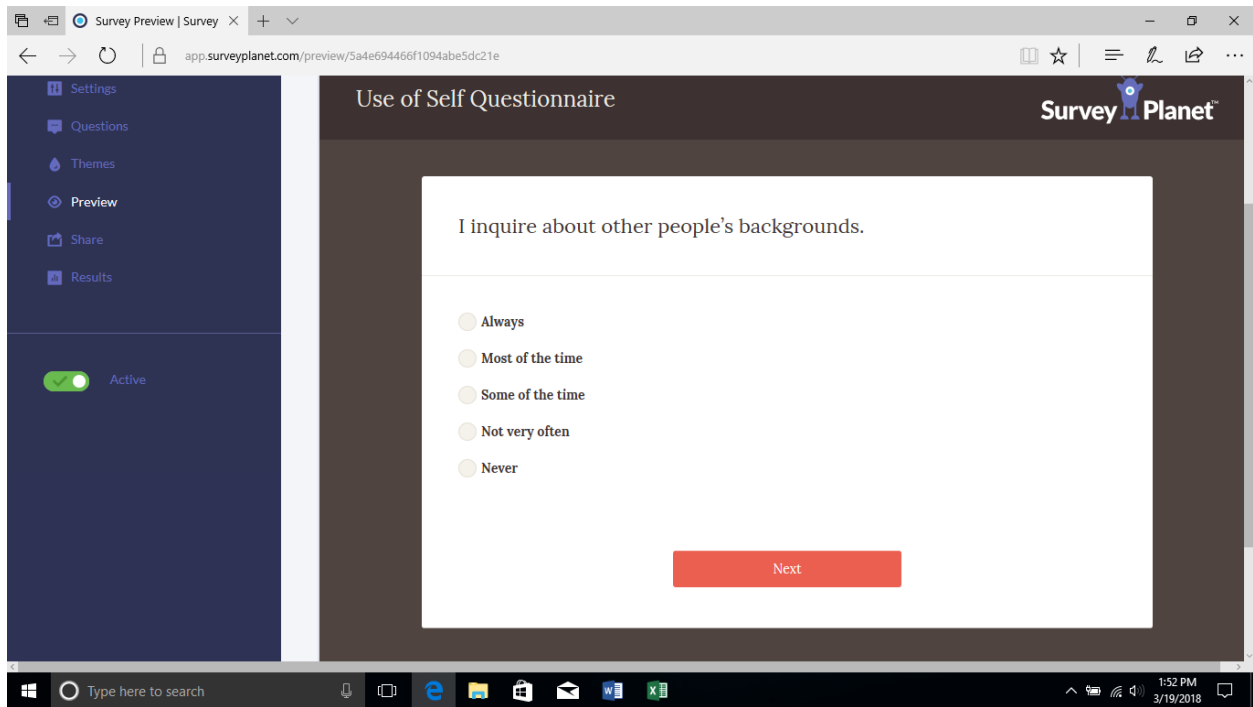


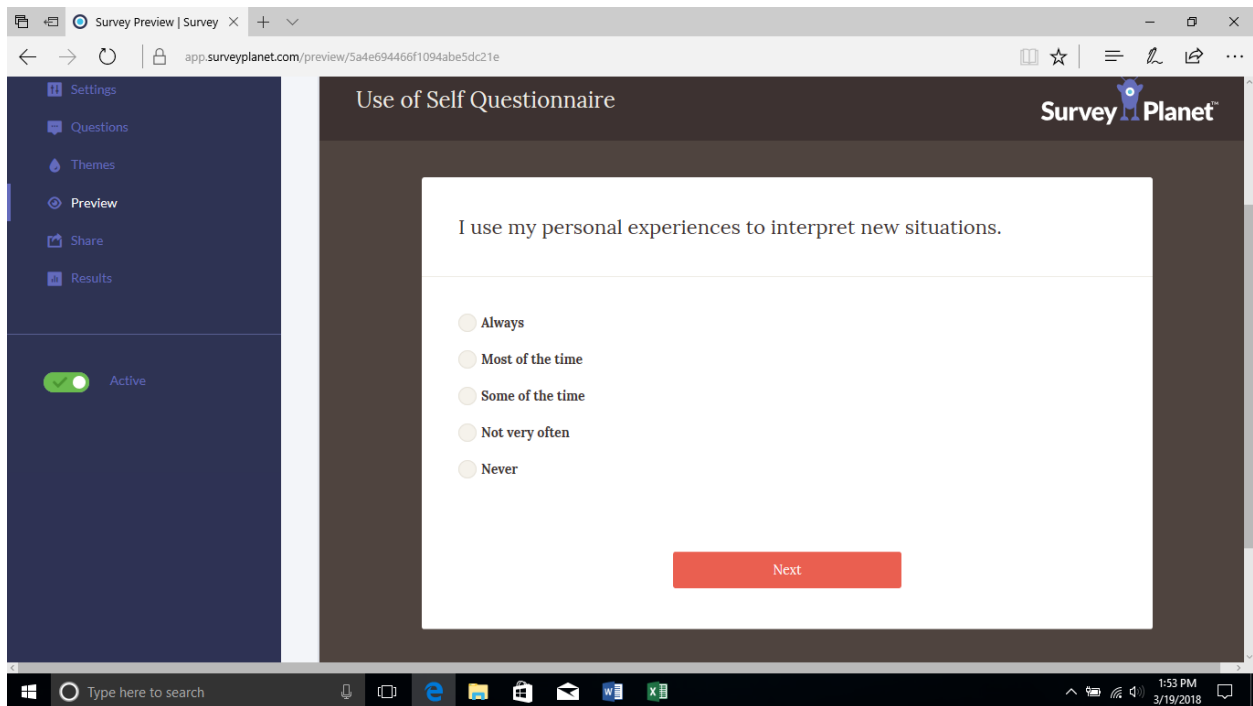
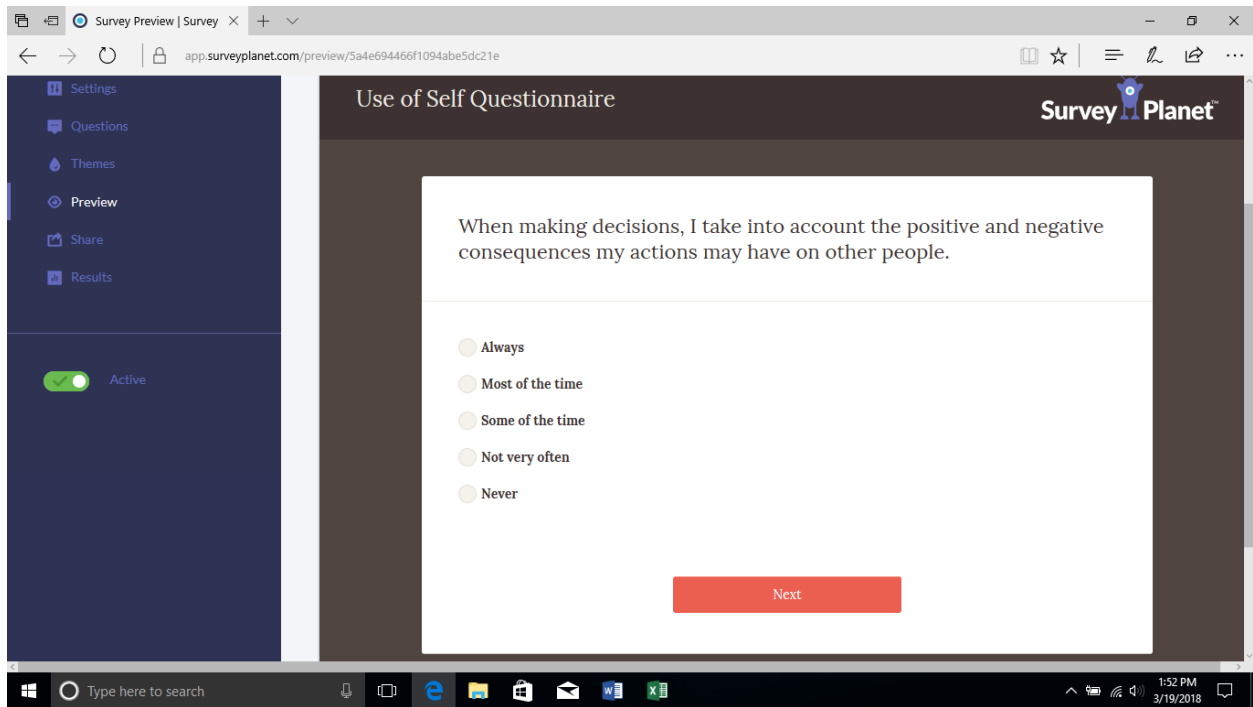


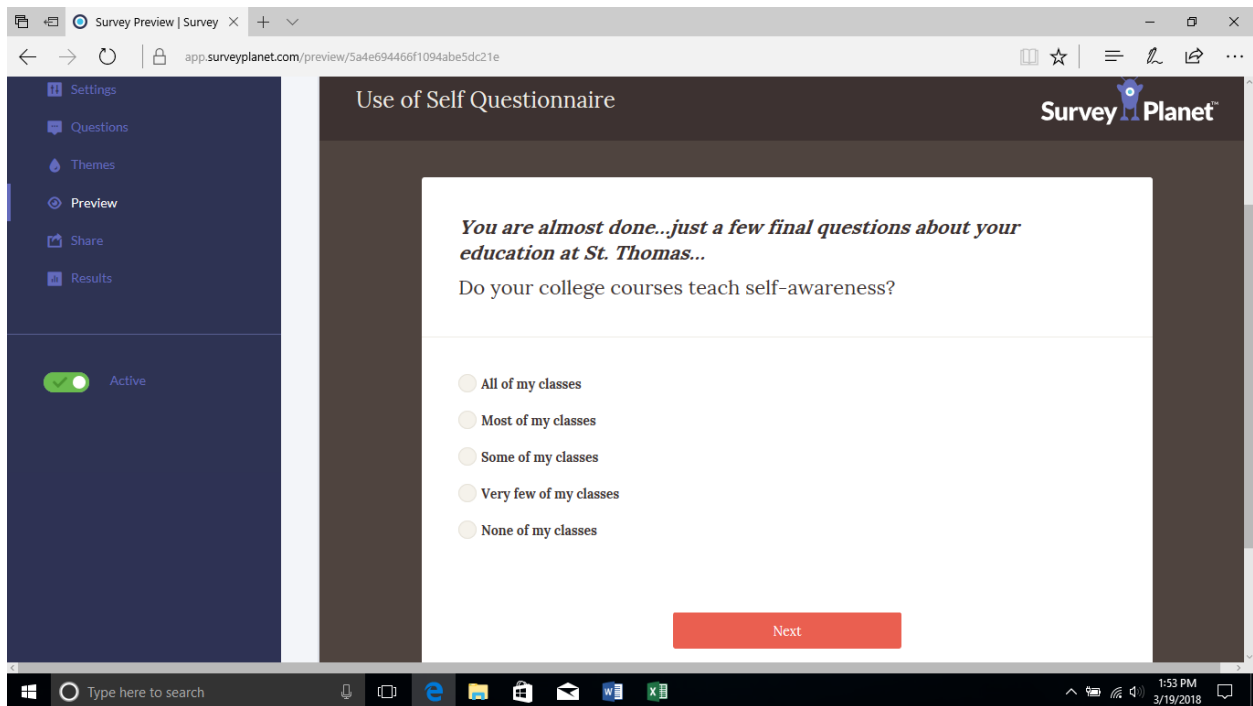
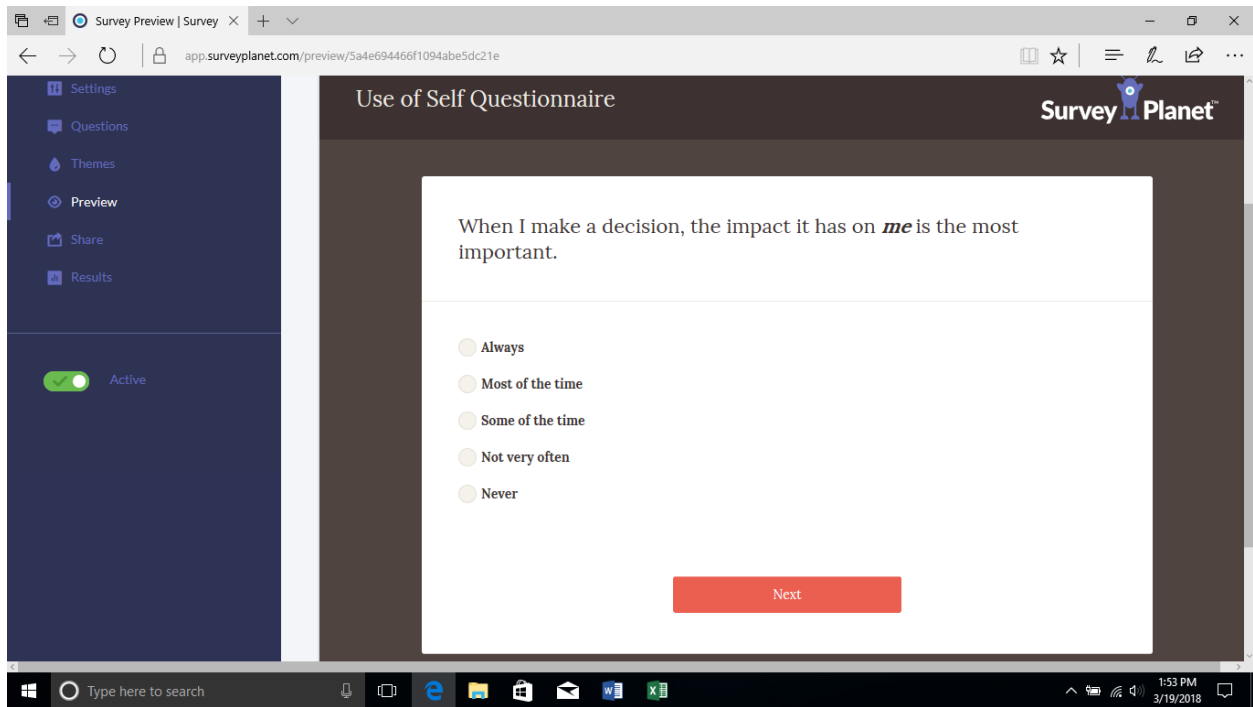


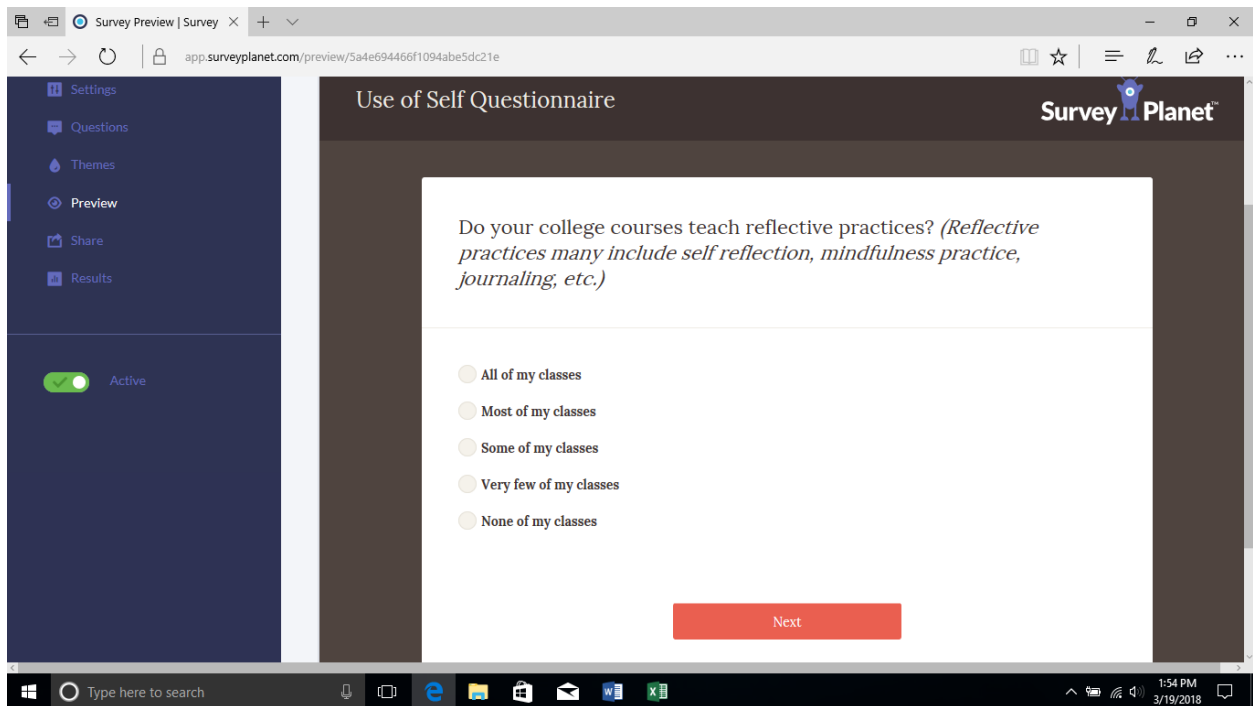
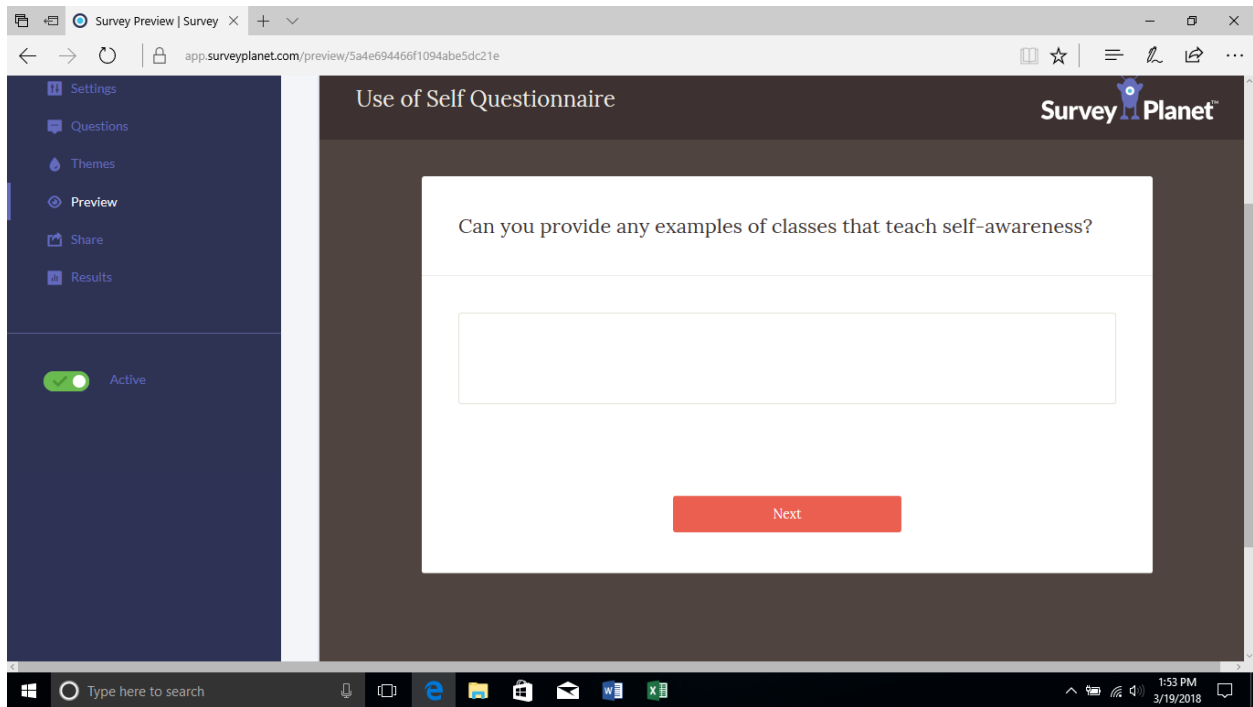


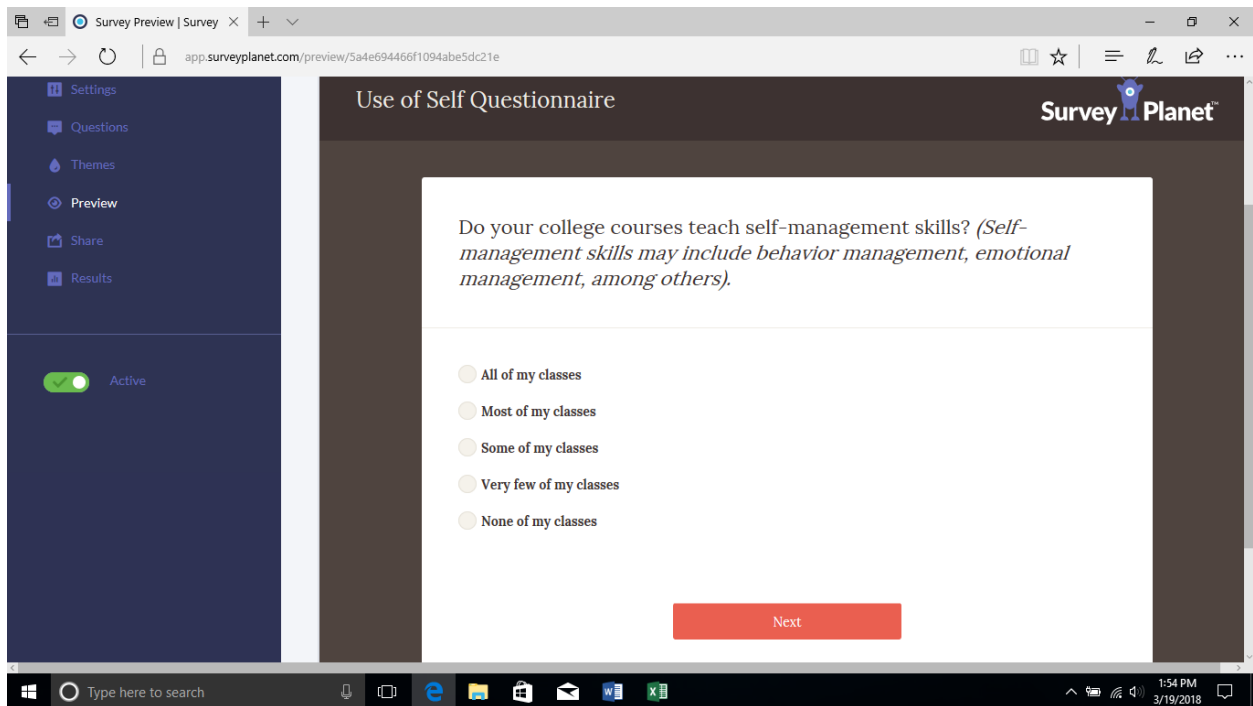
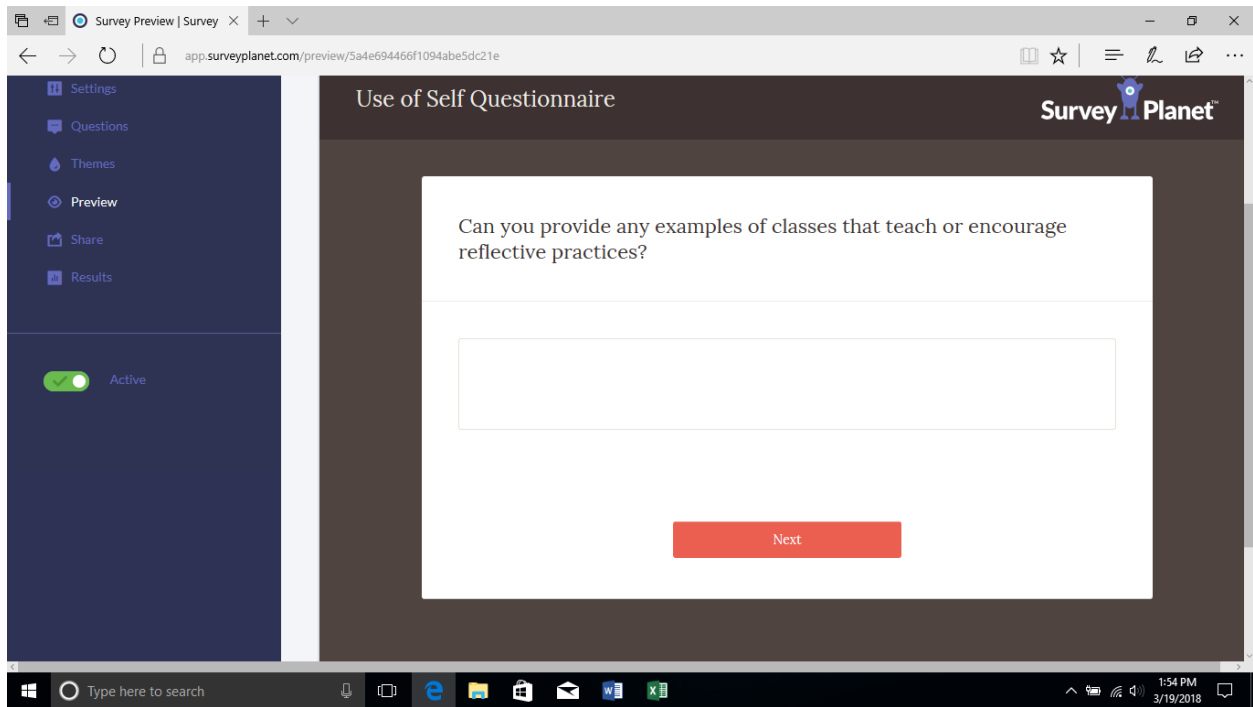


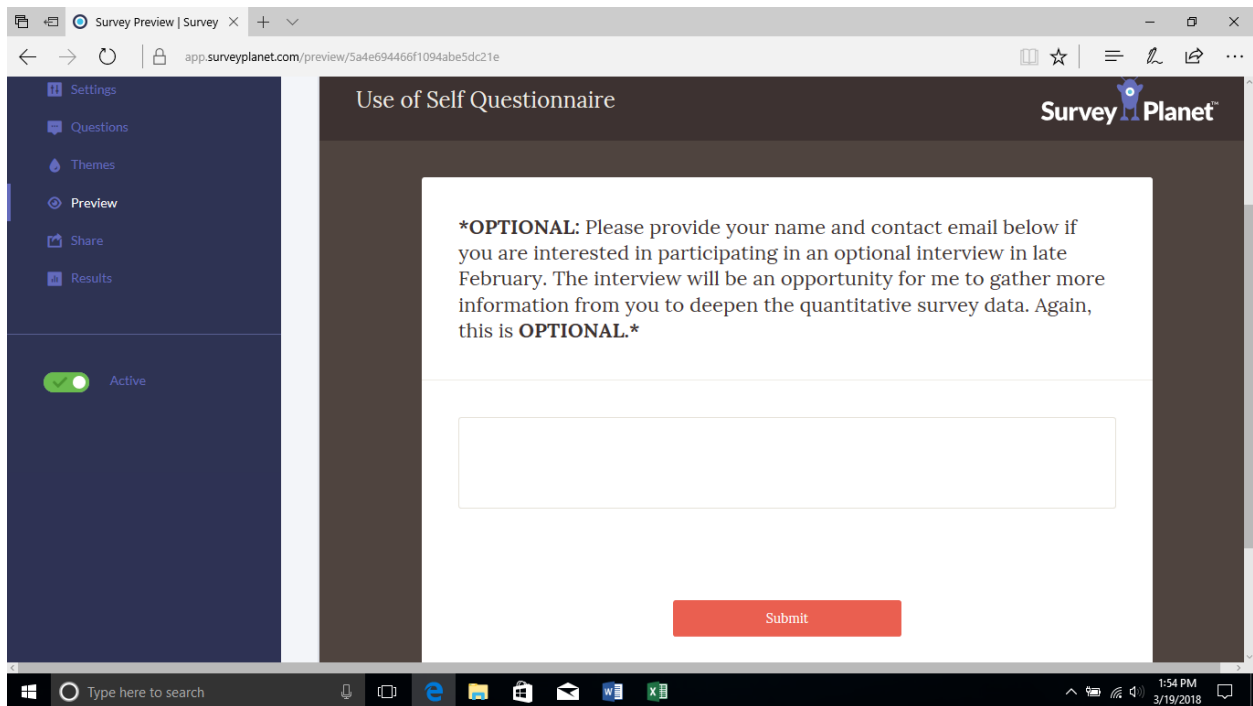
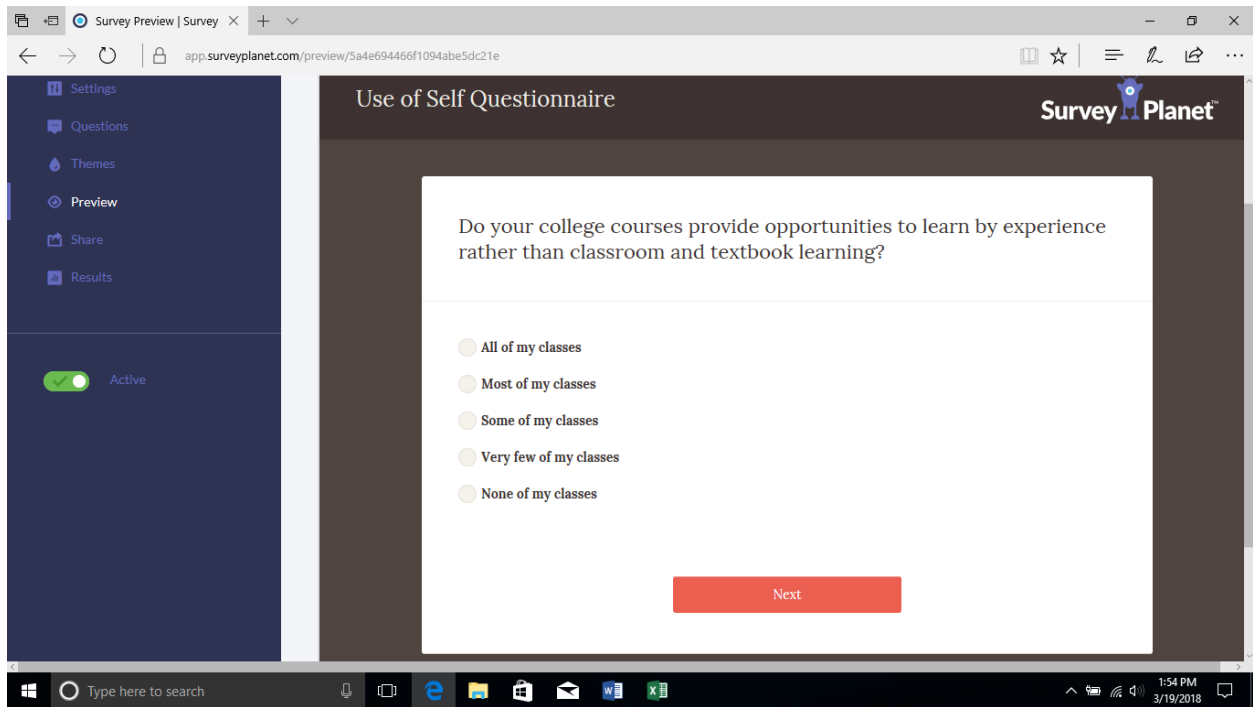


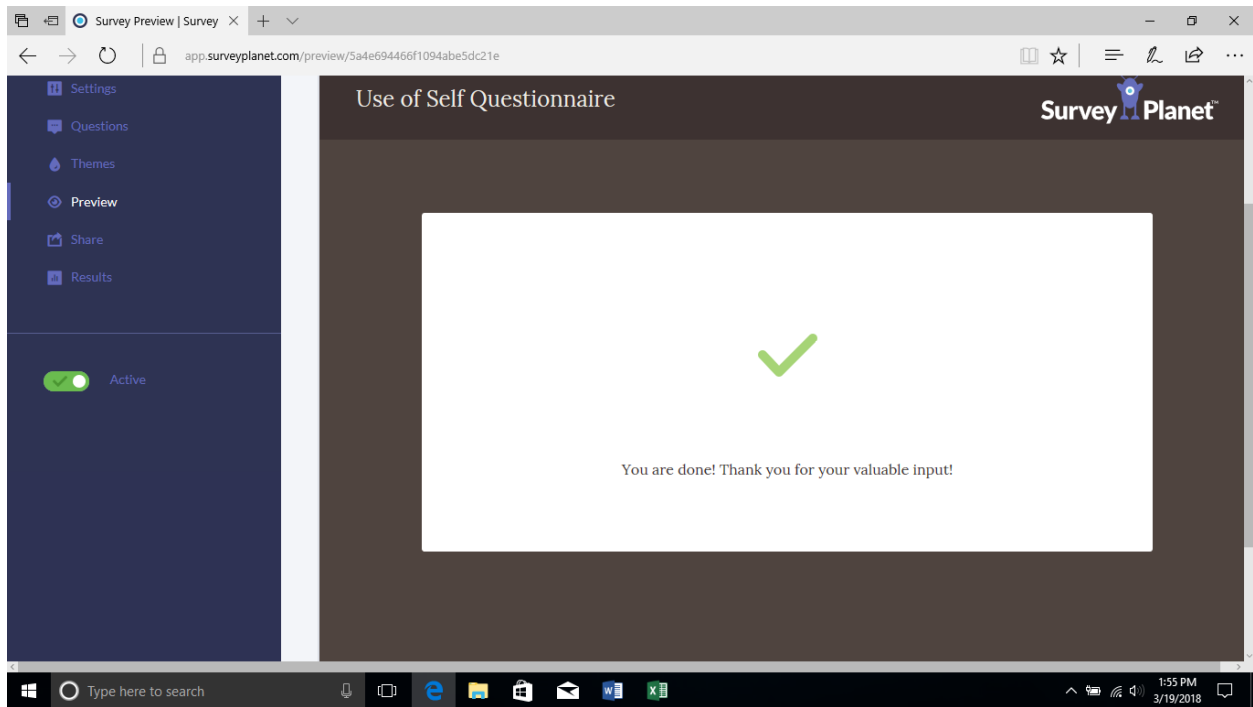












Appendix B

Qualitative interview informed consent form



Consent Form

[1155879-1] Examining Undergraduate Student Use of Self-Competency and its Relationship to Interpersonal Communication and Future Employment in the Workplace

You are invited to participate in a research study about undergraduate students' Use of Self-competency and its relationship to communication and future employment in the workplace. Use of Self-competency includes self-awareness and social-awareness aspects of an individual's behavioral, emotional and psychological person. To measure Use of Self-competency, this survey will ask you questions about your individual awareness, your emotional intelligence, and your sensitivity in social situations.

You were selected as a possible participant, and eligible to participate in this study, because you are an undergraduate student currently enrolled at the University of St. Thomas. The following information is provided in order to help you make an informed decision whether or not you would like to participate. Please read this form and ask any questions you may have before agreeing to be in the study.

This study is being conducted by me, Nicole Zwieg Daly, and will be overseen by my dissertation advisor, Dr. David Jamieson, Professor and Director of the Doctorate of Organization Development & Change program at the University of St. Thomas. This study was approved by the Institutional Review Board at the University of St. Thomas.

Background Information

The purpose of this study is to understand if undergraduate students possess Use of Self-competency, which helps develop an individual's soft skills. Previous research evidences soft skills as extremely important for future employment. I am interested in researching best practices to help develop highly effective college graduates.

Procedures

If you agree to participate in this study, I will ask you to do the following things: Participate in a voluntary 30-minute qualitative interview via the phone, Skype or Zoom. I will accommodate

whatever mode of communication works best for you. You can participate in the qualitative interview from a location of your choice. I will audiotape the qualitative interview so that I may type up a transcript for my dissertation. Additionally, the audiotaped interview will ensure I review accurate data collection. I will not need to follow-up with you after the interview.

Risks and Benefits of Being in the Study

This study has no known risks. There are no direct benefits for participating in this study.

Privacy

Your privacy will be protected while you participate in this study. All data obtained will be confidential. Your name will not be identified in my dissertation. Your qualitative responses will be used for aggregate data collection, and will be used to suggest themes for my research.

Confidentiality

The records of this study will be kept confidential. In any sort of report I publish, I will not include information that will make it possible to identify you. The types of records I will create audio recordings and subsequent transcripts of the qualitative interviews. These records will be kept on my personal computer, where I have sole access to such records. All data will be destroyed upon successful completion of my dissertation study. All signed consent forms will be kept for a minimum of three years upon completion of the study. Institutional Review Board officials at the University of St. Thomas reserve the right to inspect all research records to ensure compliance.

Voluntary Nature of the Study

Your participation in this study is entirely voluntary. Your decision whether or not to participate will not affect your current or future relations with or at the University of St. Thomas. There are no penalties or consequences if you choose not to participate. If you decide to participate, you are free to withdraw at any time without penalty or loss of any benefits to which you are otherwise entitled. Should you decide to withdraw, data collected about you will not be used. You can withdraw by simply stating you do not wish to go any further in the qualitative process. You are also free to skip any questions I may ask.

Contacts and Questions

My name is Nicole Zweg Daly. You may ask any questions you have now and any time during or after the research procedures. If you have questions later, you may contact me at 763-639-3830 or nmzweg@stthomas.edu. Additionally, you may contact my dissertation advisor, Dr. David Jamieson at 612-757-3373. You may also contact the University of St. Thomas

Institutional Review Board at 651-962-6035 or muen0526@stthomas.edu with any questions or concerns.

Statement of Consent

I have had a conversation with the researcher about this study and have read the above information. My questions have been answered to my satisfaction. I consent to participate in the study. I am at least 18 years of age. I give permission to be audio recorded during this study.

You will be given a copy of this form to keep for your records.

Signature of Study Participant

Date

Print Name of Study Participant

Signature of Researcher

Date

Appendix C

Qualitative interview protocol

- (1) Can you please describe what self-awareness means to you?
- (2) Can you please describe what social-awareness means to you?
- (3) How do you practice social-awareness?
- (4) Do you engage in reflective cycles around your behavior? What do you consider?
- (5) How do you identify and weigh choices in making decisions or taking action?
- (6) When dealing with difficult situations or conversations, what do you think about and manage in yourself?
- (7) Do you see any patterns in your behavior, or things you do repeatedly?
- (8) Do you feel soft skills will be important in your future professional career(s)?
- (9) Do you feel your undergraduate education is adequately preparing you for future employment?
- (10) How would you describe Use of Self?

Appendix D

Q7, Respondent list of extracurricular activities

<i>Respondent essay responses</i>	<i>n</i>	<i>%</i>
Extracurricular Activity		
Accounting Club	14	3%
Actuarial Science Club	1	0%
Advertising Federation	3	1%
American Marketing Association (AMA)	10	2%
American Society of Mechanical Engineers (ASME)	10	2%
Aquinas Scholars Honors Program	10	2%
Art Club	2	0%
Asian Students in America Club (ASA)	5	1%
Association of Fundraising Professionals (AFP)	1	0%
Badminton Club	5	1%
Ballroom Dance Club	7	1%
Baseball	4	1%
Beta Epsilon - Social Work Honor Society	2	0%
Bike Enthusiasts at St. Thomas	3	1%
Biology Club	10	2%
Black Empowerment Student Alliance (BESA)	1	0%
Book Club	4	1%
Boxing & Jiu Jitsu Club	1	0%
Bridge St. Thomas	1	0%
Broadcast Club	1	0%
Business Law Club	4	1%
Cadenza Singers	3	1%
Campus Outreach	10	2%
Care for Family	2	0%
Catholic Medical Association	2	0%
Catholic Women's Leadership	2	0%
Chamber Singers	1	0%
Cheer Team	1	0%
Cheerleading	5	1%
Chemistry Club	17	3%
Chess Club	2	0%
Chi-Alpha	1	0%
Clinton Global Initiative Conference	1	0%
College Democrats	1	0%

Colleges Against Cancer	5	1%
Computer Science Club	8	2%
Concert Band	11	2%
Concert Choir	13	3%
Cross Country	8	2%
Crusades (Cru)	30	6%
Dance Team	4	1%
Delta Epsilon Sigma (DES)	4	1%
Delta Sigma Pi	15	3%
Dental Club	3	1%
Economics Club	2	0%
Enactus Club	3	1%
Engineers for a Sustainable World	2	0%
English Club	1	0%
Entrepreneurial Society	2	0%
E-Sports Club	1	0%
Fellowship of Christian Athletes (FCA)	5	1%
Feminist Community	3	1%
Fencing	3	1%
Festival Choir	6	1%
Film Society	1	0%
Finance Club	4	1%
Financial Management Association (FMA)	4	1%
Fishing Club	3	1%
Football	10	2%
Foreign Affairs Club	2	0%
Gamma Iota Sigma	10	2%
Geology Club	1	0%
German Club	6	1%
Guitar Ensemble	1	0%
Health & Human Performance Club	10	2%
Hispanic Organization for Leadership & Achievement (HOLA)	3	1%
History Club	5	1%
Hmong United Students Alliance (HUSA)	1	0%
Human Resource Club	2	0%
International Business Club	1	0%
Intramural Basketball	10	2%
Intramural Football	6	1%
Intramural Soccer	30	6%
Intramural Volleyball	32	6%
Investment Club	11	2%

Ireland Football League	1	0%
Irish Dance	1	0%
Italian Club	1	0%
Japanese Club	1	0%
Jazz Band	4	1%
Justice & Peace Club	3	1%
Kickboxing	1	0%
KUST Radio	2	0%
LEAD Club	15	3%
Learning Communities	1	0%
Linkages	2	0%
Literature Club	5	1%
Liturgical Choir	9	2%
Math & Actuarial Science Club	8	2%
Men's Basketball Team	6	1%
Men's Hockey Team	1	0%
Men's Lacrosse	3	1%
Men's Soccer Team	3	1%
Mock Trial Team	7	1%
Model United Nations	4	1%
Muslim Student Association	1	0%
National Guard	1	0%
Neuroscience Club	12	2%
None	25	5%
Nordic Skiing Club	2	0%
Nu Tau - Marketing Club	2	0%
Omicron Delta Kappa Honor Society (ODK)	4	1%
Operations & Supply Chain Management Club	4	1%
Orchestra Club	10	2%
Orientation Leader	4	1%
Peer Minister	1	0%
Pep Band	3	1%
Philosophy Club	4	1%
Photography Club	6	1%
Pre Health Professionals Club	30	6%
Pre-Law Society	8	2%
Psi Chi Honor Society	2	0%
Pulse Dance Club	22	4%
Purple Gloves	4	1%
Psychology Club	13	3%
Queer Straight Alliance (QSQ)	4	1%

Real Estate Club	2	0%
Residence Hall Association (RHA)	30	6%
Robotics	1	0%
Rock Climbing Club	11	2%
Reserve Officer Training Corps (ROTC)	8	2%
Rowing	11	2%
Rugby	1	0%
Science & Engineering Club	2	0%
Sigma Chi Fraternity	1	0%
Sigma Delta Pi - Coed Professional Business Fraternity	1	0%
Sigma Tau Omega - Business Honor Society	1	0%
Ski & Snowboarding Club	8	2%
Social Work/Justice Club	9	2%
Society of American Military Engineers (SAME)	1	0%
Society of Human Resource Management (SHRM)	6	1%
Society of Women Engineers (SWE)	10	2%
Spanish Club	7	1%
Special Olympics Club	11	2%
Sports Business Club	3	1%
ST(ART) Club	14	3%
St. John Vianney Seminarian	4	1%
St. Jude Up 'til Dawn	6	1%
St. Paul's Outreach (SPO)	8	2%
St. Thomas Activities & Recreation (STAR)	10	2%
St. Thomas Veteran's Association	1	0%
Student Advisory Board	1	0%
Student Alumni Council (SAC)	3	1%
Student Ambassador	1	0%
Student Athlete Advisory Council	1	0%
Students for Human Life	2	0%
Students for Justice & Peace	2	0%
Students Today Leaders Forever (STLF)	4	1%
Supply Chain Club	4	1%
Sustainability Club	8	2%
Swim & Dive Team	12	2%
Swing Dance Club	19	4%
Table Top Club	8	2%
TEACH Club	1	0%
Theatre Club	3	1%
Theology Club	4	1%
ThreeSixty Journalism	1	0%

Tommie Ambassador	30	6%
Tommie Catholic	14	3%
Track & Field	20	4%
Tutor Mentor Program	2	0%
U of M Equestrian Club	1	0%
Ultimate Frisbee	5	1%
Undergraduate Business Council	5	1%
Undergraduate Research	23	4%
Undergraduate Student Government	13	3%
Volunteers in Action (VIA) & Vision	22	4%
Wellness Center	1	0%
Women in Business Club	33	6%
Women in Science	1	0%
Women's Basketball	5	1%
Women's Ice Hockey	5	1%
Women's Lacrosse	4	1%
Women's Soccer	10	2%
Women's Softball	3	1%
Women's Volleyball	6	1%
Women's Volleyball Club	8	2%
Young Republicans	1	0%

Note. N = 514. Many students listed more than one extracurricular activity.

Appendix E

Q8, List of work/internship experience

Respondent essay responses

3M Championship golf tournament internship
3M Technical Aid
3M Technical Aide; Voxel Virtual Reality Parlor Employee
AARC worker
Academic counseling and support front desk staff; Internship with Governor Dayton; Internship with MN Senator Nick Frentz
Accountant Internship; Real Estate Marketing Internship
Accounting internship
Accounting Internship with Allianz
ACE speech and lang internship; Volunteering with Children's Hospital; Work at CDC off campus; Work at Speech Perception lab at the U of M
ACR Homes as a Direct Care Professional
Actuarial Intern
Administrative Assistant Intern; Human Resource Intern
Admissions Business Office Assistant; St. Paul Saints Game Day Intern; BUSN200 Facilitator; Reinhart Foodservice; HR Intern Minnesota Twins; HR Intern Xcel Energy
Admissions Student Visit Coordinator; Business 200 Facilitator; Peer Minister; Student Affairs Senior Intern; Strategic Planning Committee Student Advisor
Aeon Management internship
Alchemy Student Ambassador
Allianz Life; Pricewaterhouse Coopers; Peggy S. Schumm CPA
Alumni fundraising at phone center; Research on domestic prostitution with the department head of women's studies (my minor)
Ameriprise Financial; Web Developer at First Financial USA; Software Engineer at the Playful Learning Lab; Student Researcher in the Computer Science Dept.; Tech Student at UST libraries
Anagram International
Anthropologie, sales associate
Anti-Money Laundering Intern; Tax Intern; Office Assistant; Cost Accounting Intern; Bartender
Apartment coordinator in Residence Life; Receptionist at St. Paul Seminary; Orientation Intern in the Dean of Student Life Office
Army Guard for three years; St. Paul airport part time
Ascension Point Recovery Services
Asmat Art Gallery tour guide
AXA Financial Advising Intern; Personal Care Accurate Home Care; Research Asst. for Depts. of Psychology and Econ; UST Service and Immersion Trip Team Leader; VISION Program; UST Men's Bball Team Mgr

BAE Systems internship
 Balyasny Asset Management Analyst
 Best Buy Corporate internship
 Best Buy Corporate, Target
 Best Buy internship
 BHSI- mental health clinic; Town & Country Club; GTI Theatres
 Biochemistry research; Team Advisor for National Student Leadership Conference in Psychology/Neuroscience
 Bookstore and mail service on the Minneapolis campus
 Bridal Consultant; Actuarial Intern; Data Visualizations Intern; Photographer
 Bridgewater Bank, For UST Catering
 Business 200 student facilitator
 Business Development Intern; Finance Intern; Financial Analyst Investment Banking Intern
 BUSN200 Facilitator; Chemistry research
 Cafe Import, LLC
 Campus Child Development Center and work as a nanny for individual families.
 CAN PCA for student experience; Beginning an internship at Therapy OPS
 Car Sales; Uline Sales Intern; Financial Advising Intern at Northwestern Mutual; Currently work full-time doing Financial Planning with Northwestern Mutual
 Career Development Center Marketing & Programming Intern; Career Development Student Worker; Merrill Lynch Financial Advisor Intern; Merrill Lynch Financial Analyst Intern
 Caribou Coffee, Fox Homes, Princess Cruises, Grand Avenue Business Association, Sola Salons; Sales Lead at Ann Taylor Loft, "A-Team Member" for Aspire Beverages
 Cedar lake engineering
 Center of Applied Mathematics; Worked in the product development department at Allianz
 Chemistry research at UST
 Child Development Center student worker
 Children's Cancer Research Center; Land O'Lakes; UST Tuition Office; Regions Hospital; Groveland Tap
 Chipotle; Sherwin Williams; Discover Strength; Self-run painting business; Internships
 Chiropractic Assistant in West St. Paul
 Circulation Student and Student Supervisor in the Music and Media Collections in the OSF Library
 CNA at Pediatrician's Office
 Collaborative Inquiry Grant for research; Biology Learning Community Leader
 College of Education, Leadership, and Counseling receptionist
 Commercial Insurance Underwriting Intern; MC Insurance AALDP Actuarial Intern; Travelers Insurance Retirement Actuarial Intern; Securian Financial Group
 Computer Explorers; Tech Desk
 Cook; research assistant
 Coon's Franklin Lodge in Wisconsin, waitress
 Coordinator for the city of Eagan 3 years

Cottingham and Butler internship; John Deere internship; Intern with Graduate Student Services for Opus College of Business
 Country Side Cooperative; Accounting Intern at Ziegler CAT; Finance Summer Associate at Medtronic; Business Analyst Intern at RS Peterson Sales; Category Analyst Intern at Best Buy
 Courage Kenny Rehabilitation Institute internship; Lifeguard at AARC pool
 Credit union worker
 Customer service representative for a local utility
 CVS Pharmacy tech
 Deloitte Leadership Program; Fusion Soccer Club ; Coach; Hostess at various restaurants
 Deloitte, in their tax department
 Design Engineering Intern; Mechanical Engineering Intern
 Developmental Trainee at Fraser MN
 Dining Services at UST
 Dishwasher for the Chemistry Vision lab; Tour guide for the admissions office
 Dougherty Family College in Minneapolis, Assistant to the Dean
 Du Fresne Manufacturing Mechanical Engineer Intern; Stratasys Mechanical Engineer Intern; Proto Labs Mechanical Engineer Intern; Medtronic Mechanical Engineer Intern
 Eau Claire Automotive Group; Marketing internship at HOMI; Financial representative/now registered financial adviser at Northwestern Mutual; Co-Founder & CEO at BarBud LLC
 Economic research assistant; Insurance intern; Enterprise operations intern at Allianz life; Workforce analytics intern at Allianz
 Employed at Scooters on campus
 Energy Engagement internship
 Engineering Intern at RespirTech; Engineering Intern at Boston Scientific; Undergraduate Biomedical Engineering Research
 Enterprise Rent-A-Car
 Entrepreneurship Emersion
 Event Planner at American Diabetes Association
 Field Experiences for elementary education
 Finance director job last semester
 Food service worker
 Gable Pines
 Game Day Media (with the Athletic Department); Chemistry Stockroom; Academic Research (Biology)
 Gillette Children's Specialty Healthcare, volunteer student researcher
 GNC, sale associate
 Golf Course and Construction Company (Running their business aspects)
 Greenspring Media Marketing & Events Intern; Senior Account Manager for Tommie Communications
 Harris Controls internship
 Have worked full time at 3M while attending school part time
 Healthcare MBA Intern at St. Thomas Financial Services; Intern at Portico Benefit Services; Audit Intern at Clifton Larson Allen; Premier Student Program member at Deloitte

HGA architects & engineers internship; Preschool teacher Student worker
 HighMark Wealth Management & Tradition Wealth Management internships
 Hostess
 Hostess at Stewarts; Barista at Dunn Bros
 Hostess at the Blue Door Pub; Retail employee at Turtlebread company
 HVAC apprentice during the summer
 Hy-Vee
 iHeartMedia promotions team member
 Ingredion internship
 Intern at the Pentagon with the Air Force JAG Corps
 Interned with my high school weight room as a fitness coordinator and then interned at Tree Trust as a youth/site manager
 Inventory Specialist; Basketball camp instructor
 Investments internship; Private equity internship
 IriSensors internship
 IT Desk at UST Library; Redmon Law Firm; St. Croix Advisors; Rondo Library
 ITS Tech job
 JMC Retail Group; Researched and Launched an AI Program called Lucy through IBM Watson;
 Medtronic Supply Chain Intern
 Kraus-Anderson Construction Company, Marketing Assistant
 LearningWorks; Voxel Virtual Reality
 Legal Assistant and local law firm; Work Study student at Anderson Athletic Recreation Center on campus
 Library Student Assistant; Interlibrary Loan Student Assistant; Site Manager and Student Assistant
 Researcher; Intern at Latize
 Lifeguarding; Admissions Intern; Babysitting
 Lifetime fitness; Nursing Assistant; UST laundry room
 Logistics firm
 MaRC tutoring; Teaching Assistant at UST
 Marketing and Sales Analysts for Thrivent Financial; Ticket Operations and Data Analyst for Minnesota United FC; Opus School of Business Research Assistant; Student Lead on the St. Paul Voting Project
 Mayo Clinic Internship; Service Center on campus; Construction Collaborative (project manager)
 McGough Construction internship
 Mechanical Engineering Intern at Minerva Surgical Inc.; Mechanical Engineer at Lightning Motorcycles
 Mechanical Engineering Internships
 Media Planning Associate Operations Intern & Marketing Intern
 Medical scribe
 Millennial Group internship; Created and run my own travel and lifestyle website
 Minikahda Club, outside services
 Minneapolis Children's Hospital Research; Research at St. Thomas
 Minneapolis Surface Water and Sewer internship; Barr Engineering internship

Minnesota Children's Museum

Minnesota Timberwolves College Sales Program; Side Walk Dog Media Internship; Hy-Vee Social Media Marketing Internship, RA, Campus Store

Minnesota Timberwolves; N1 Motion; Velocity Sports Performance; St. Paul Saint; Crave; Orthopaedic and Fracture Clinic

MN History day intern at the Minnesota Historical Society; Reporting intern at the MPLS/St. Paul Biz Journal; Education intern at the Hennepin history museum; History day mentor in TC public schools

MN Senate Legislative Intern; TJF Legal Assistant Intern; ACLU MN Communications Intern; Volunteer with Brotha-2-Brotha youth mentoring, Boys & Girls Club, and Men As Peacemakers

MN United college ambassador

Monarch Investments; Student Communicator in the Development Office

Mortenson Construction

Mostly manual labor work no professional internships

My Circle Textbook Internship; Economics Undergrad Research

NACEL Open Door International Spring Intern

Nannying

NASA Goddard Space Flight Center internship; 3M engineering internship

National Recoveries Inc. internship

Navy ROTC

Neighborhood House internship; Office of U.S. Senator Al Franken (D-MN) intern; Advocates for Human Rights intern; Work at Tech Desk in the library

New York Street Fashion Week; The Scout Guide Minneapolis

Northwestern Mutual financial representative; Deloitte tax intern

Northwestern Mutual; Aon Catastrophe Risk Analyst Intern

Nursing Assistant; NIH research fellow; physician shadowing

NxThera internship

OCB Student Worker; Team Member at Caribou Coffee; Shift Lead at Caribou Coffee; Server for Green Mill Catering

OCSS (Off- Campus Student Services) office as a Commuter Mentor; SAP Assistant and now SAP Intern with an OCB Professor; Kumon (Math and Reading Tutor Center)

On campus job in the COJO Equipment Room

On-campus Digital Communications Assistant for University Development and Alumni Relations

Operations manager at ComMUSICation (via Boys & Girls Club); choir assistant at UST; substitute teacher at Rogers School of Music; taught voice lessons in South Dakota via Up Tempo Lessons

Orientation Intern; Internship at St. Paul Dispute Resolution Center

Peer Ministry, Northwestern Mutual

People Serving People Homeless shelter internship; Social Services Intern at VEAP; Paraprofessional at Rescare

Personal Care Assistant at Student Experience; Legal Counseling Advocate at The Tubman Center

Philips (formerly RespirTech)

Phresh Spa Salon; Full time internship Ecommerce Operations at Best Buy

Physical therapist internship
 Polaris Industries internships; Web Analytics intern; BMS Intermediaries--Catastrophe Modeling Analyst
 PricewaterhouseCoopers; Internship at UnitedHealth Group
 Private equity internship and actuarial internship
 Private tutor in Woodbury MN, I nanny, and I PCA for a company called Student Experience
 Program Assistant Moon Beach Camp
 Raven Paul & Co. Intern
 RE/MAX Results Intern; Marketing Intern at Imagewerks Marketing Agency
 Real estate agent
 Real estate company intern; Host at a restaurant
 Receptionist for an engineering company over the summer
 Recruiting internship; HRIS software internship; Talent Acquisition internship
 Regions Hospital at the South 7 Unit
 Research / observatory worker
 Research assistant (knot theory); CISC tutor; Application systems analyst at dedicated computing
 Research assistant, conducting research with one of the neuroscience professors.
 Research assistant; AIS Boat Inspector
 Research assistantship with Professor
 Research for Playful Learning Lab
 Research in biology department; Research in chemistry department; Working at Erberts and Gerberts
 Resident Advisor (RA); East Side Neighborhood Services Future Connect Intern
 Resident Advisor for Brady Hall
 Resident Advisor for University of St Thomas Residence Life; Business Intelligence Internship at University of Iowa; Business Process Analyst Internship at Harris Companies
 Resident Hall Desk Attendant
 Retail; food service
 Saint Paul Festival and Heritage Foundation (Winter Carnival and Cinco de Mayo festivals); State Farm; Conferences and Events assistant at UST; Licensing center in my hometown
 Sales and marketing intern at college; Muscle Movers Integrated Marketing; Intern at Minnesota Children's Museum
 Sales Consultant internship
 Scooters
 Scooters on campus; Francesca's clothing boutique
 SCOR Global Life Americas as an Actuarial Intern
 Seminary
 Sergeant in the Army and work for Aveda Co in the Twin Cities
 Server for 4.5 years; Digital content intern for 2 years
 Service and Operations Internship at Ameriprise Financial; Strategic Sourcing Internship at Colder Products Company
 Serving/Bartending

Sexual Violence Center Intern at the Church of Saint Bernards
 Shadowing multiple dentists in the metro area
 Shadowing physical therapists
 Social work intern at a MPLS public school; Domestic violence shelter intern; sexual assault advocate; host at restaurant; nanny
 Social work intern at Minneapolis charter schools
 Spanish Tutor
 Special Events Intern for Basilica of St. Mary; Event Coordinator for City of Rogers Parks & Recreation
 St. David's Center PCA; UST child development center preschool aid; admissions tour guide; Resident advisor
 St. Paul Saints internship; Intern at TCF Bank
 St. Thomas Controller's Office Intern and KPMG Discover
 St. Thomas in Public Safety also work part-time security at HealthEast Hospitals
 STAR Intern; Desk and Night Access for Cretin and Grace Dorms; Summit Marketplace Cashier
 STAR Intern; Orientation Leader; HR Generalist Intern at Schwan's Company
 State Farm sales associate
 STELAR University Research Program/ Technology Showcase
 Stitch Fix sales associate; Maynards server; Ginger Consulting Intern; Tapestry Magazine Intern; Thrivent Financial Intern; UST Research Assistant
 Stone Arch Commodities Intern; Piper Jaffray internship
 Student and Faculty Assistant; Research Intern; Catering Server
 Student Assistant in a UST Office; Laboratory Assistant
 Student Assistant to Sports Information Director; Youth Sports League Business Intern
 Student Diversity and Inclusion Services; Programming and Training Intern AEON; Resident Administration Asst
 Student Intern in the UST Controller's Office
 Student Research within the Physics Department
 Student researcher/department assistant for geology department
 Student teaching at Park Terrace elementary
 Student Visit Experience Coordinator (Admissions)
 Student worker at the St. Thomas Graduate school of Education and Special Education
 Student worker at the View
 Student Worker at The View; Cashier at Campus Store; Classroom Asst at Rince na Chroi School of Irish Dance
 Student worker at UST Child Development Center; PCA at UST Child Development Center; Social Work intern at Pillsbury United Communities; Waite House; Social Work intern at Elizabeth Hall International School
 Student worker; Human Resources Intern; Office Associate/Seasonal Intern; St. Croix County Gov't Center
 Study abroad internship through st Thomas
 Summer youth intern for my church
 TA for one of the professors

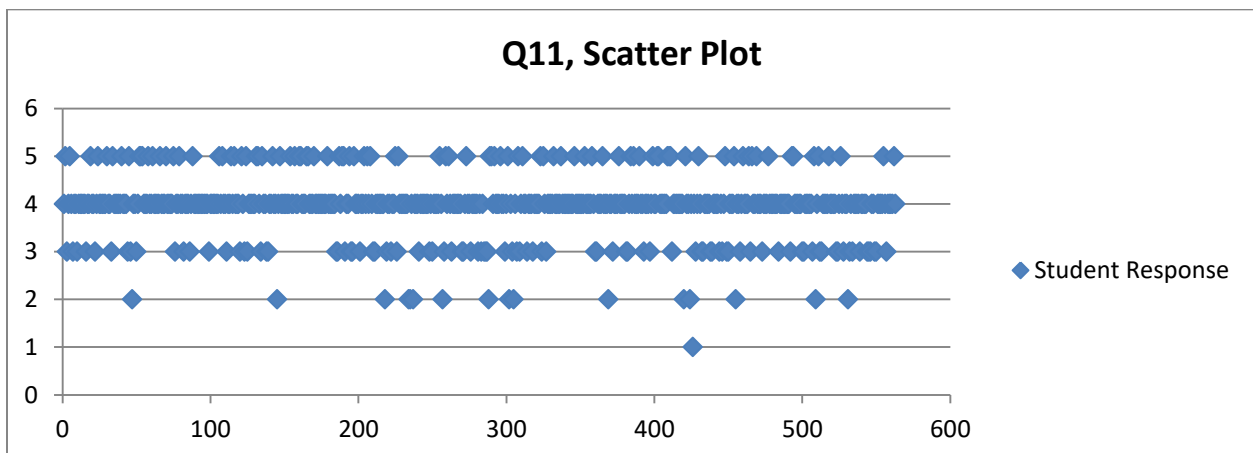
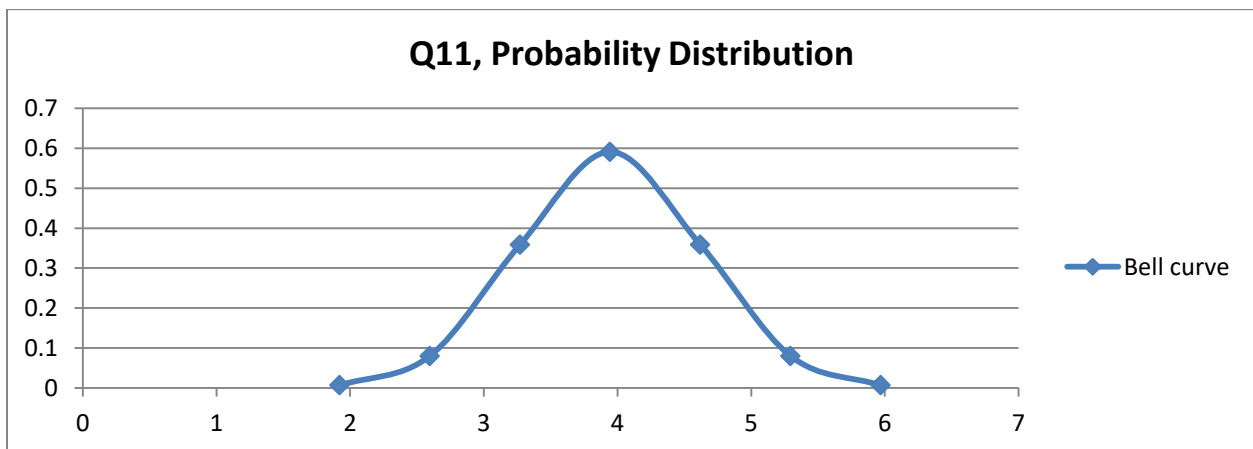
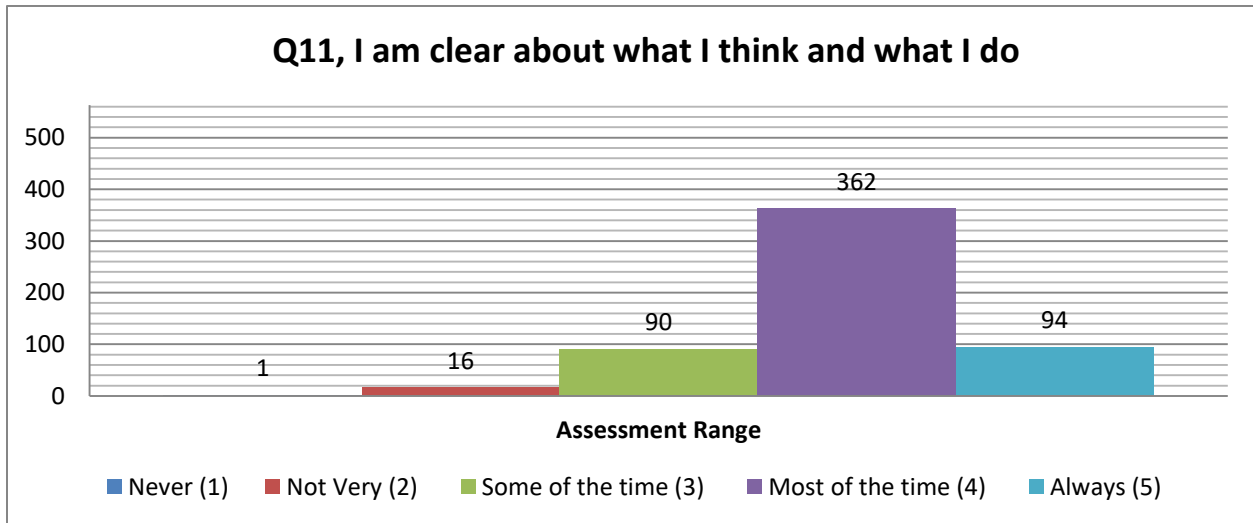
Target
 Target store front-end supervisor
 TCF tax intern
 Technical Aide at 3M; Research Assistant at UST; Lab Assistant at UST
 The View and working part time at St Thomas Catering.
 Theology tutor
 Thomson Reuters sales and client management
 Thomson Reuters; MarketingLab Inc.; AAA Movers; BZBody Fitness
 Tommie Central Student worker
 Tommie Central Student Worker; Night Access Student worker; Server at Olive Garden; Child Care Associate; Server at Bonfire; Steven Fosters Financial Advisor internship
 Tommie shop; Hyvee Market Grille
 Tommie Sports Network (I do play by play commentary for the varsity sports and I get paid so it is essentially an internship doing exactly what I want to do after graduation.)
 Tommie Sports Network; Minneapolis Grays
 TommieMedia
 Tour Guide; Tech Desk Assistant; Nursing Assistant; Tutor
 TR Computer Sales; Technology Development Intern at Optum
 Travelers Insurance; AALDP Intern
 Tutoring for a math center and working part-time as a sheet metal fabricator
 Two on campus jobs
 Two social work internships: one at an assisted living facility, the other at a school
 U.S. Bank Internship
 Ujamaa Place to help with website, volunteer
 Under Armour, nanny
 Undergraduate music theory tutor; Working as Dr. Broeker's choral assistant; Directing the UST Law School Choir
 Undergraduate peer consultant at the center for writing
 Undergraduate research employment program at Mayo Clinic; undergraduate research at UST
 Undergraduate Research through the Center of Applied Mathematics (CAM)
 United Healthcare Marketing intern; White Bear Yacht Club Management intern
 United States House of Representative's Campaign in the fall of 2016 intern
 University IT Student Worker; Server; Sales intern; Software Engineering Intern; Business owner
 University of Minnesota at the ARIC Study
 University of St. Thomas Institutional Advancement Donor Relations and Annual Giving Philanthropy Intern; Xcel Energy Corporate Communications Intern; Piper Jaffray Marketing and Human Resources Intern
 University of St. Thomas Office of Alumni Engagement Programming intern; Medtronic Corporate Finance
 University of St. Thomas Women's Basketball - Director of Operations Optum (UHG) - Tradeshow Specialist; Edward Jones Financial - Branch Administrator
 US Bank

US Bank Internship; Tommie Central Student Leader; RedBrick Health Customer Service Representative; Political Advocacy
 US Bank; AARC
 UST business office
 UST career development center; SAS retail service company; Wedding Shoppe
 UST Development office; data analytics at US Bank
 UST Human Resources intern
 UST Library; UST Loft Coffee Shop; Internships at Minnesota Book Awards, Environment Minnesota, and Minnesota Literacy Council
 UST neuroscience research lab; Lululemon sales associate
 UST phone center
 Vector Marketing; UBS Financial Services; Minnesota Super bowl Host Committee
 View and the UST athletic department
 Violin teacher; Newspaper columnist; Editor; Receptionist
 Visit Coordinator and Visit Experience Intern in Office of Admissions; Student Pool Intern and Student Pool Manager in OCB Dean's Suite
 VITA Program, helping international students file tax return
 Volleyball coach
 Voya Financial; Travelers; AALDP intern (actuarial & analytics leadership development program)
 Waitress; Research Assistant Biology Laboratory; Generalist at a dental office
 Wellness Center; Home Health Care Intern; Public Health intern; Accounting Intern; Waitress at Town and Country Club
 WexHealth and UnitedHealth group internships; Worked at the Binz
 Woodland Bank and NorthMarq Capital internships
 Xcel Energy Intern
 YMCA
 Young Scholars grant; research assistant on different projects
 Young Scholars Grant; volunteer research assistant

Note. N = 436. Responses have been alphabetized. Duplicate work/internships have been deleted.

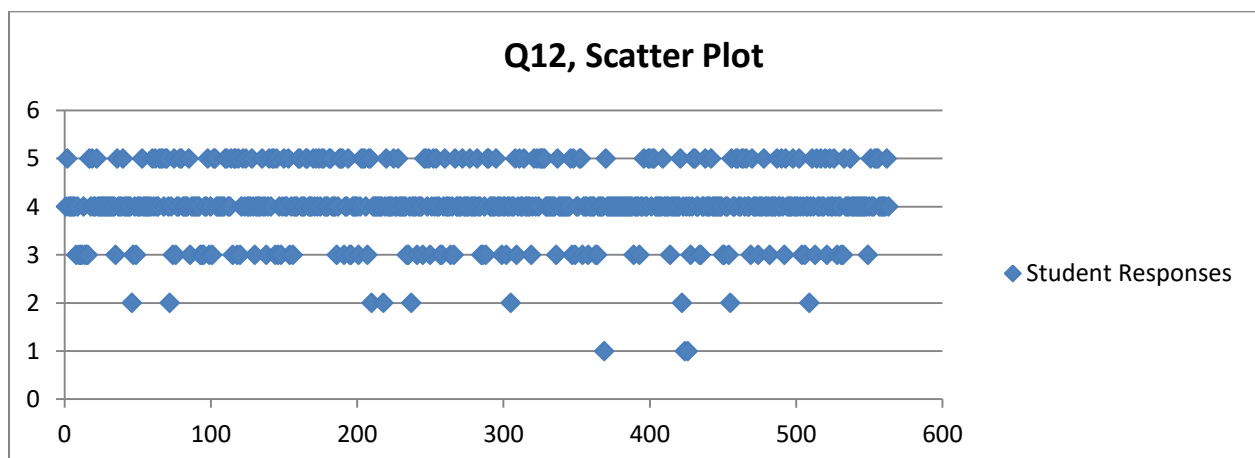
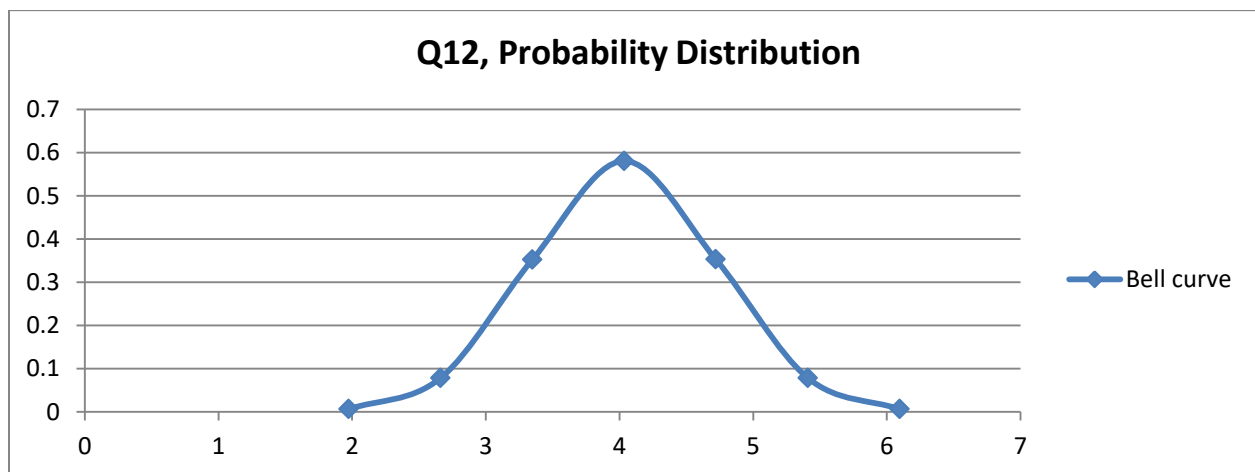
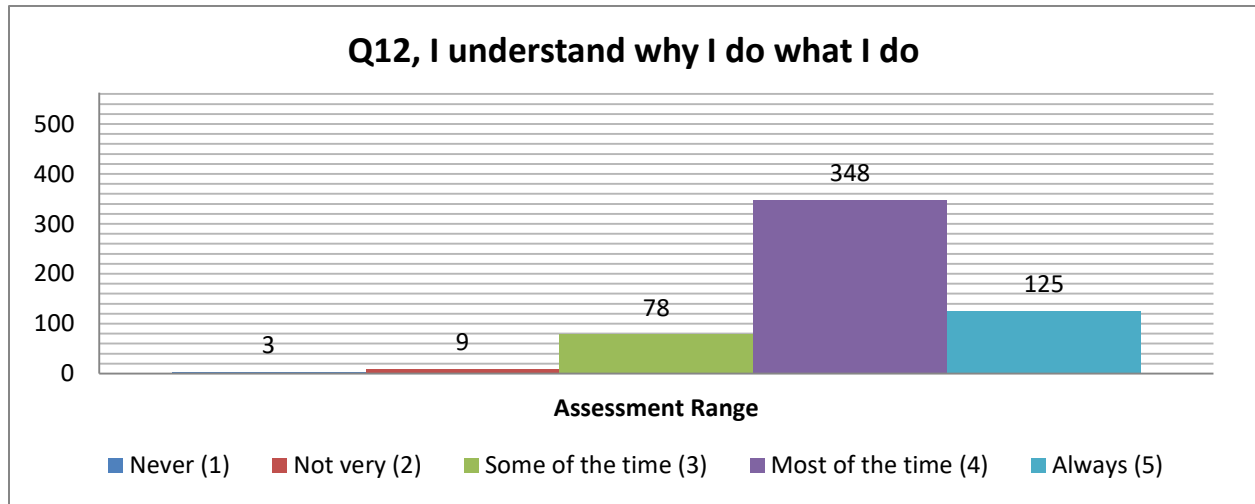
Appendix F

Question 11 Histogram, probability distribution & scatter plot



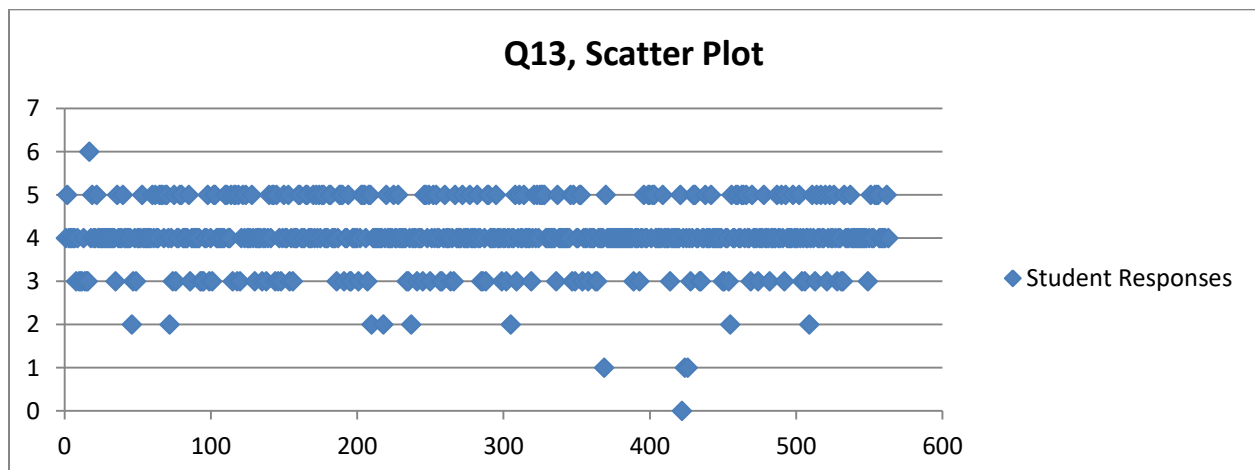
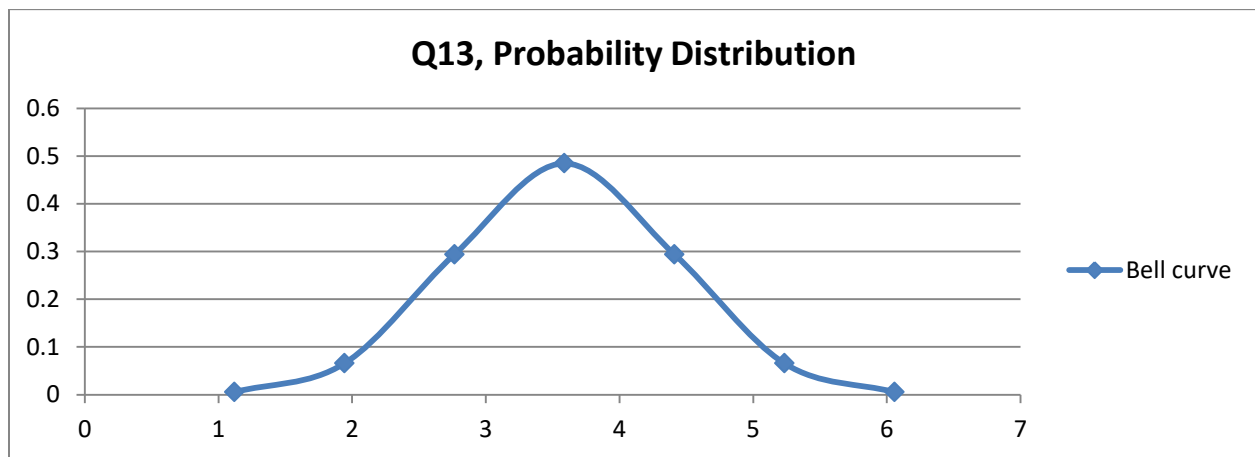
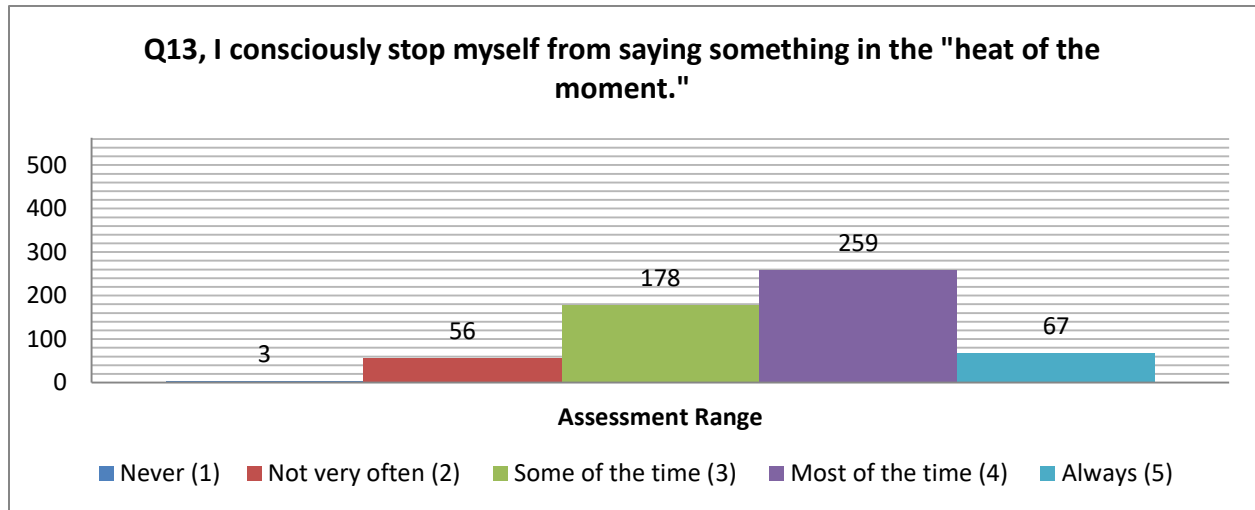
Appendix G

Question 12 Histogram, probability distribution & scatter plot



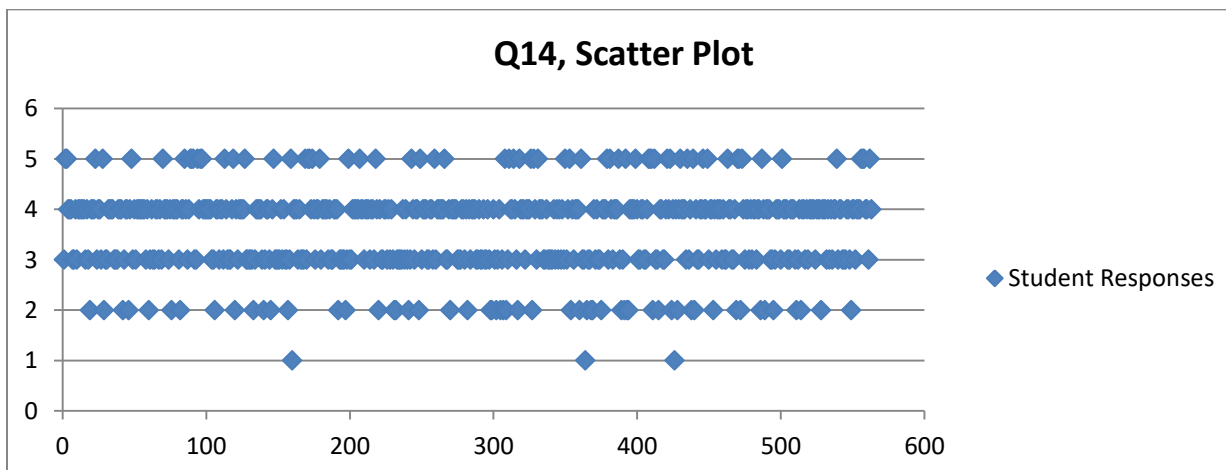
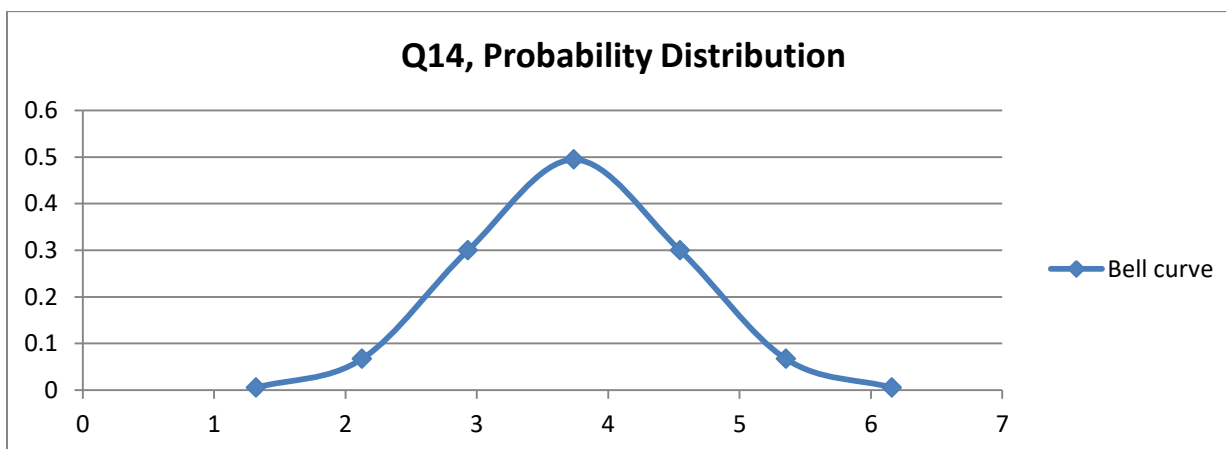
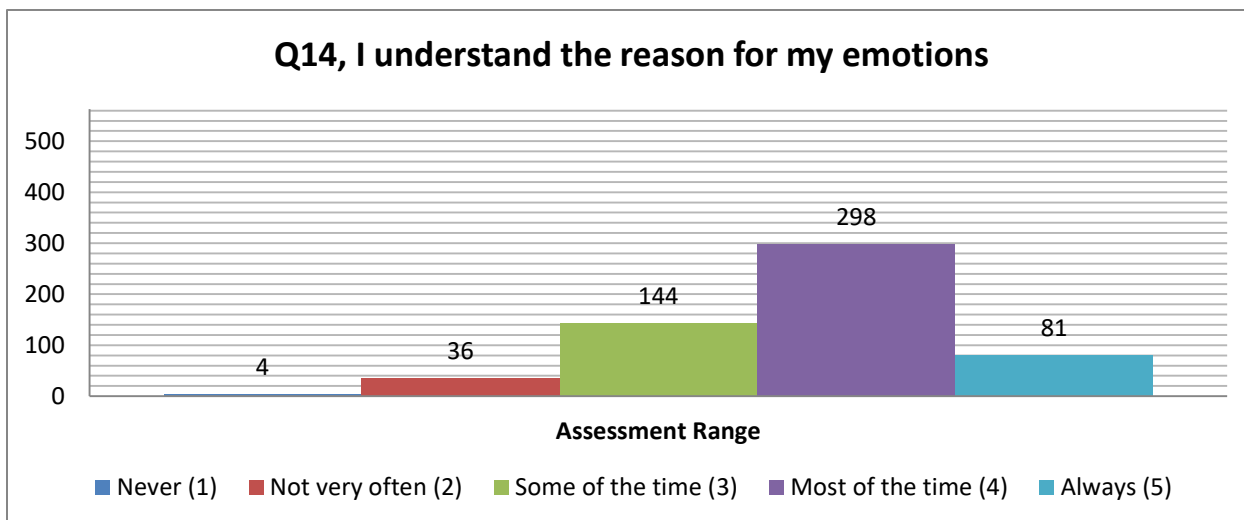
Appendix H

Question 13 Histogram, probability distribution & scatter plot



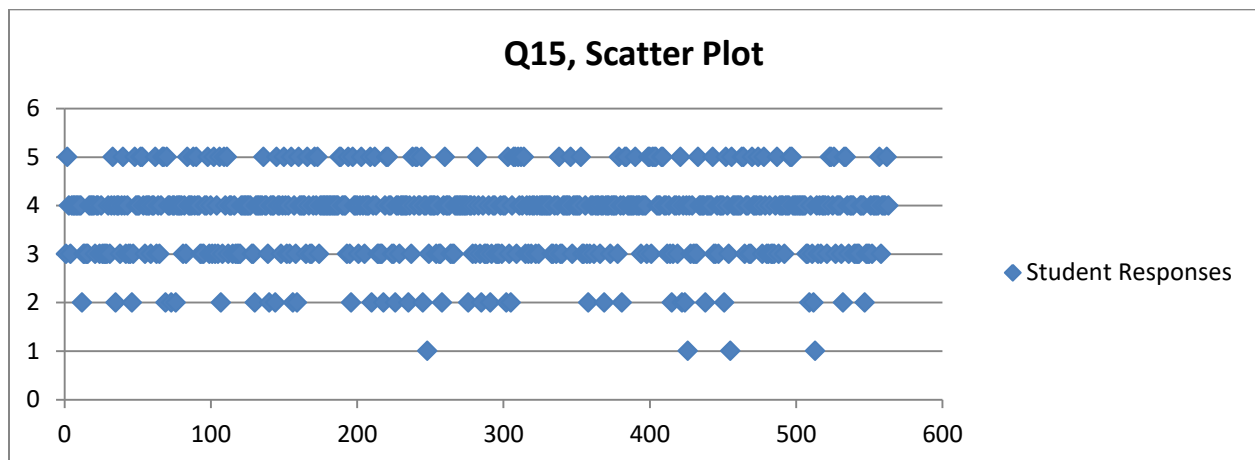
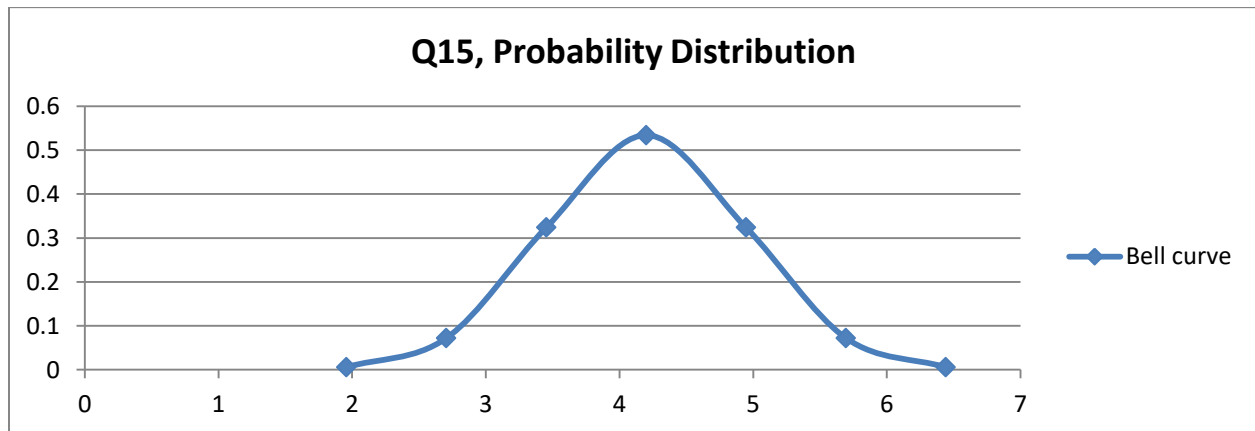
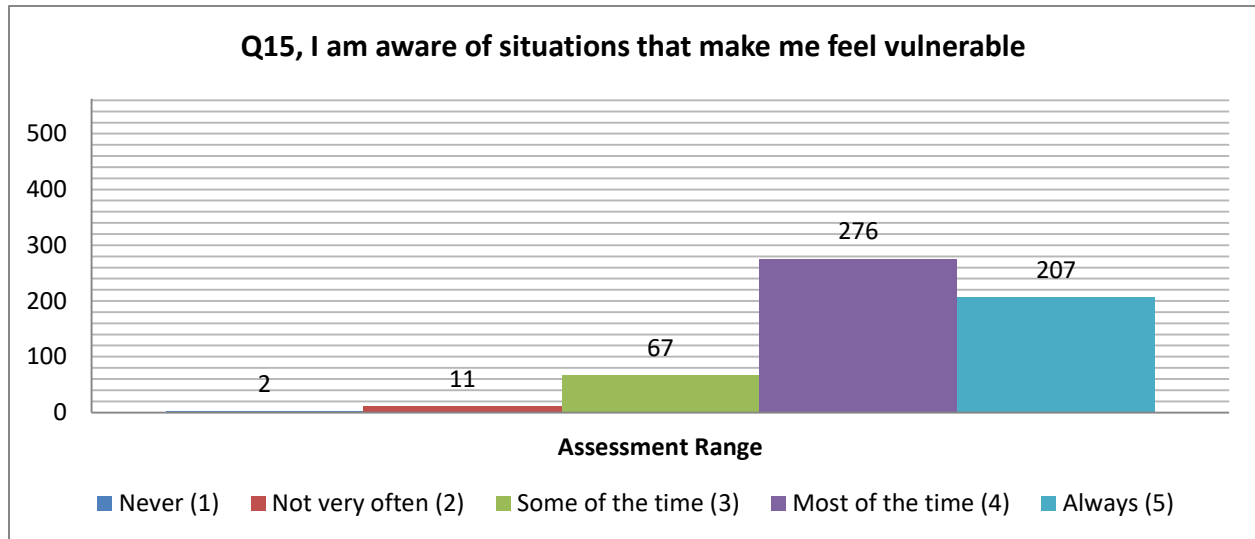
Appendix I

Question 14 Histogram, probability distribution & scatter plot



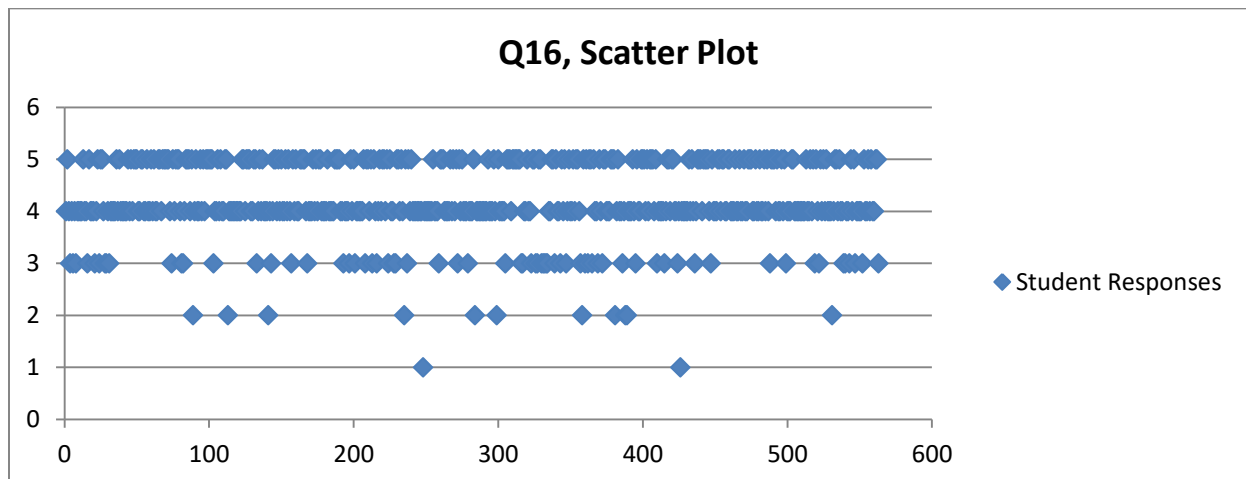
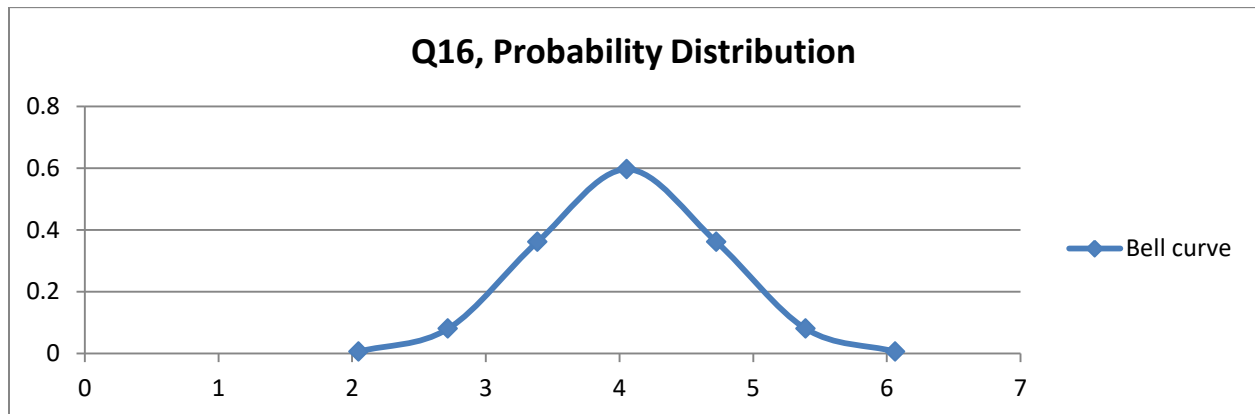
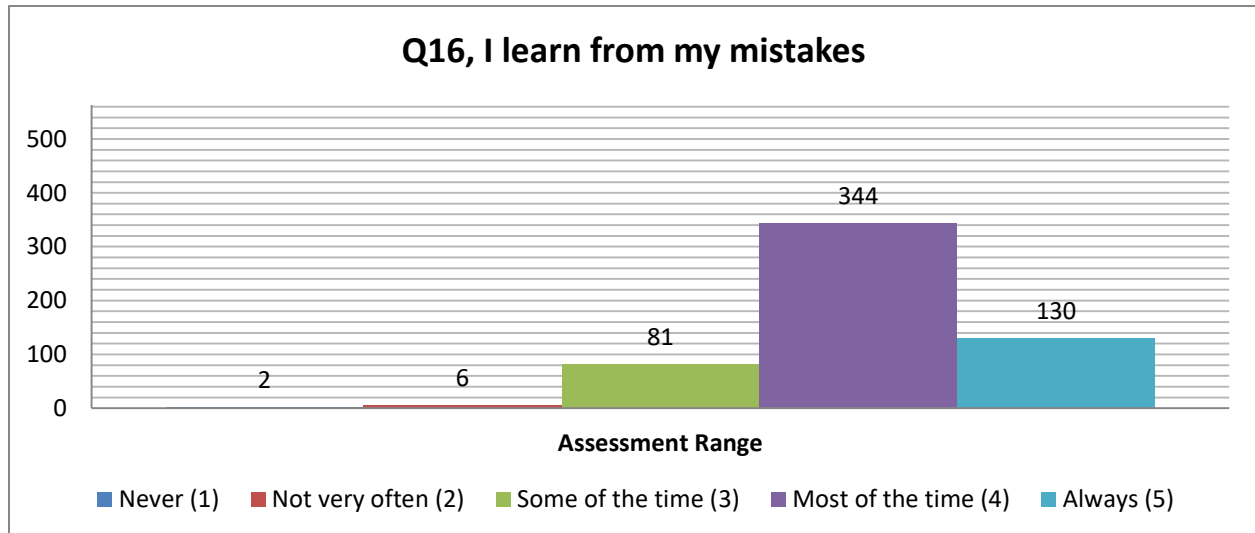
Appendix J

Question 15 Histogram, probability distribution & scatter plot



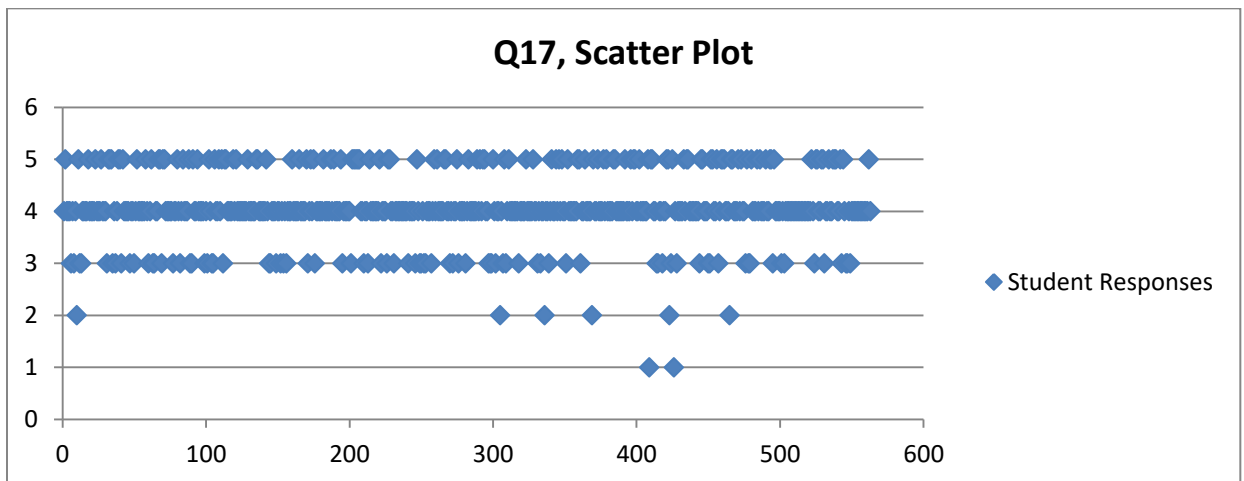
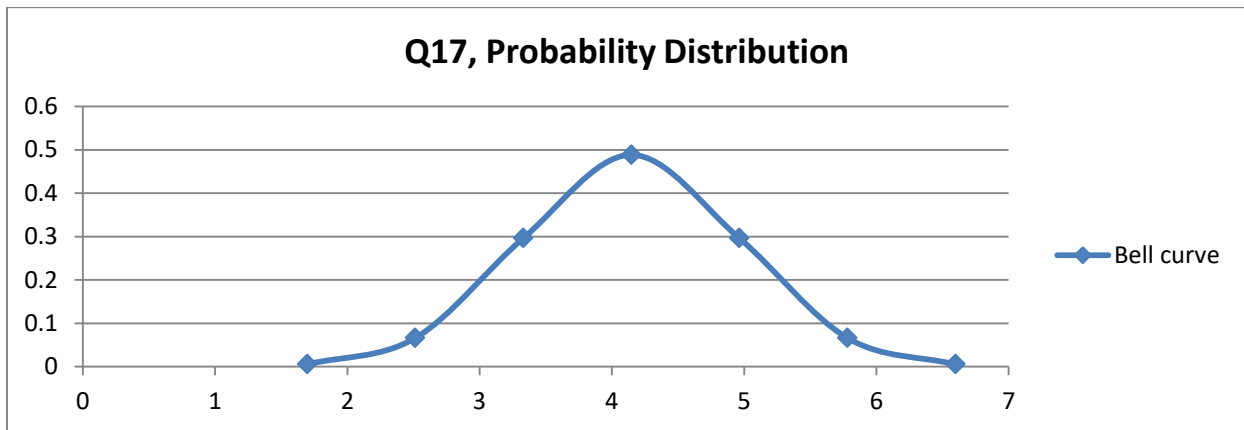
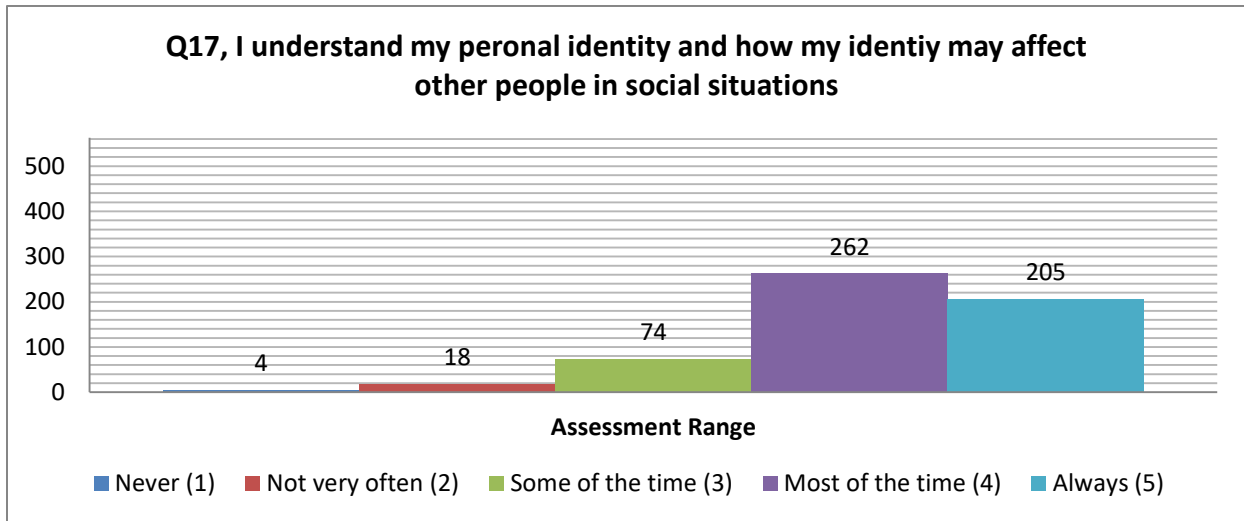
Appendix K

Question 16 Histogram, probability distribution & scatter plot



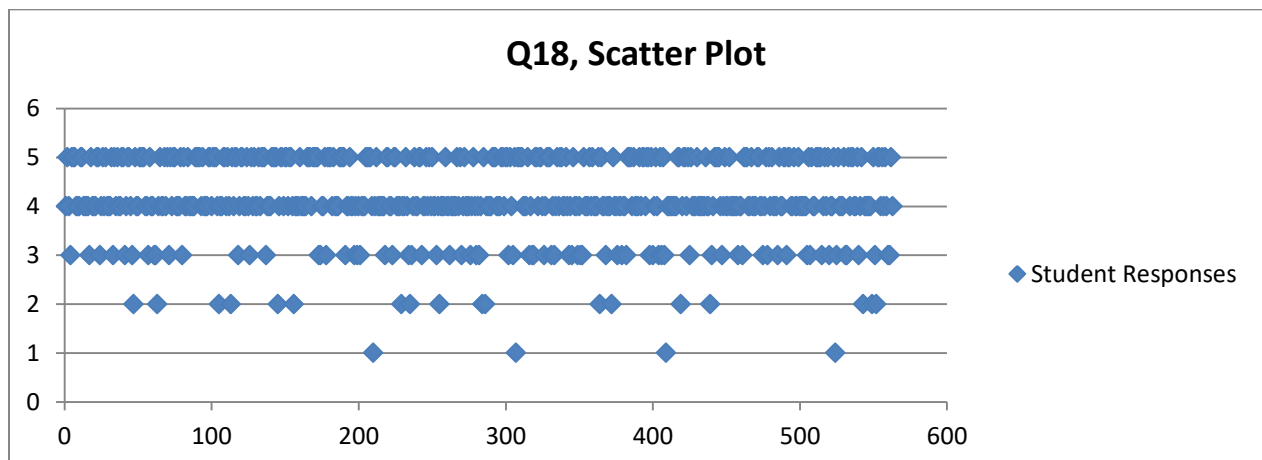
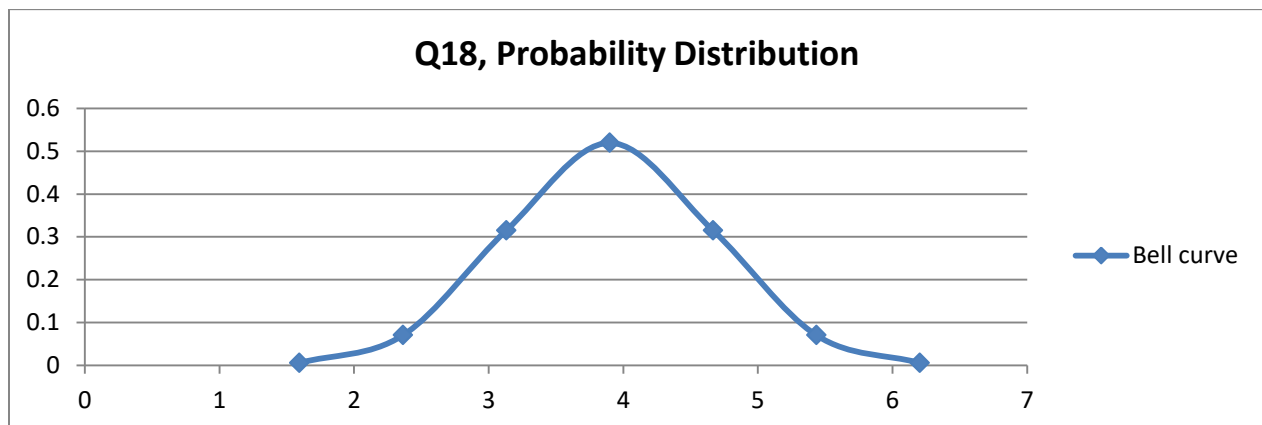
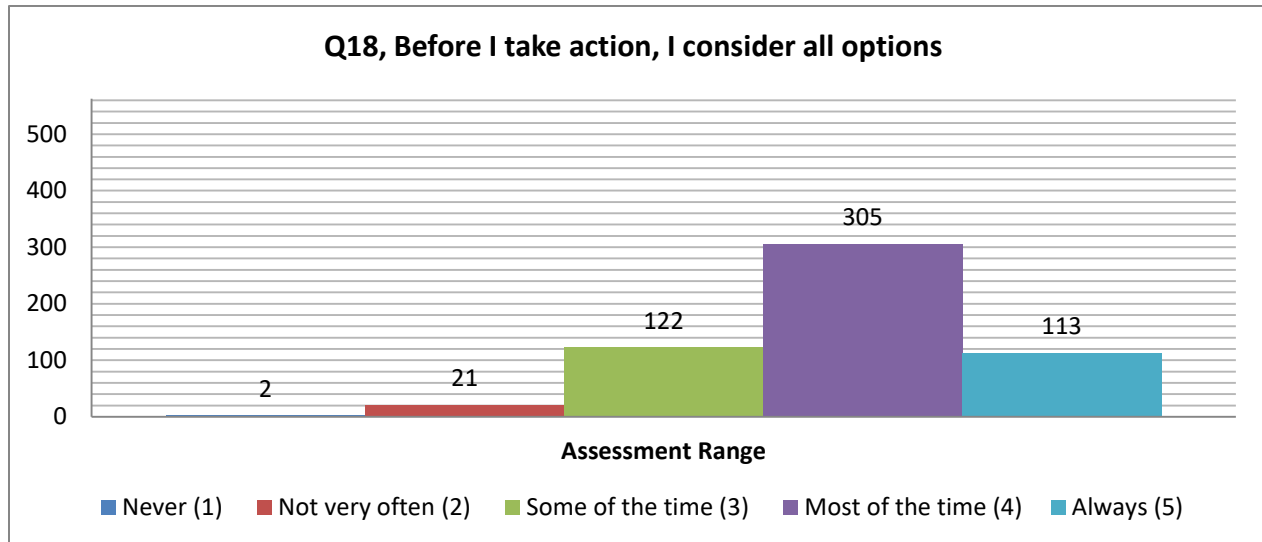
Appendix L

Question 17 Histogram, probability distribution & scatter plot



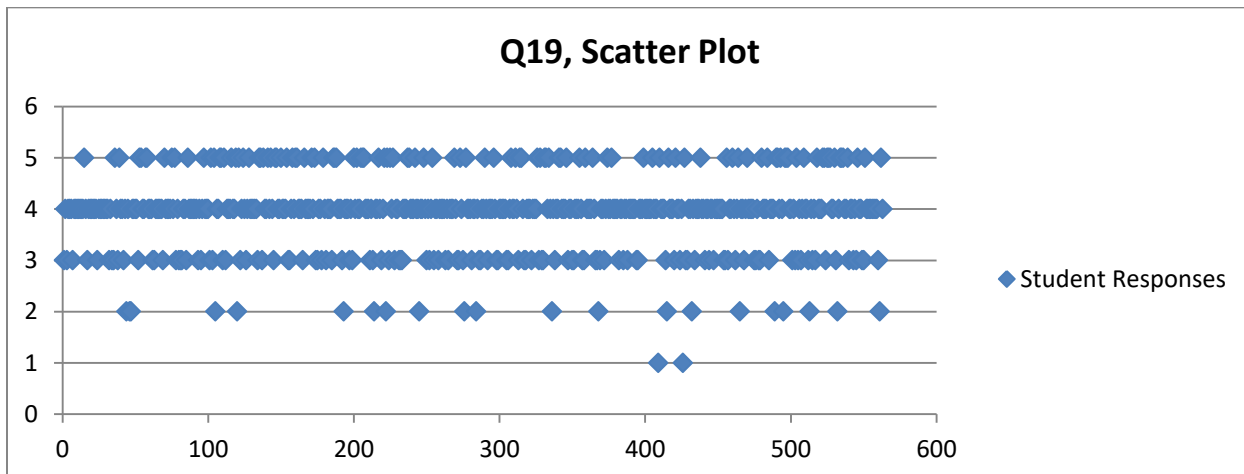
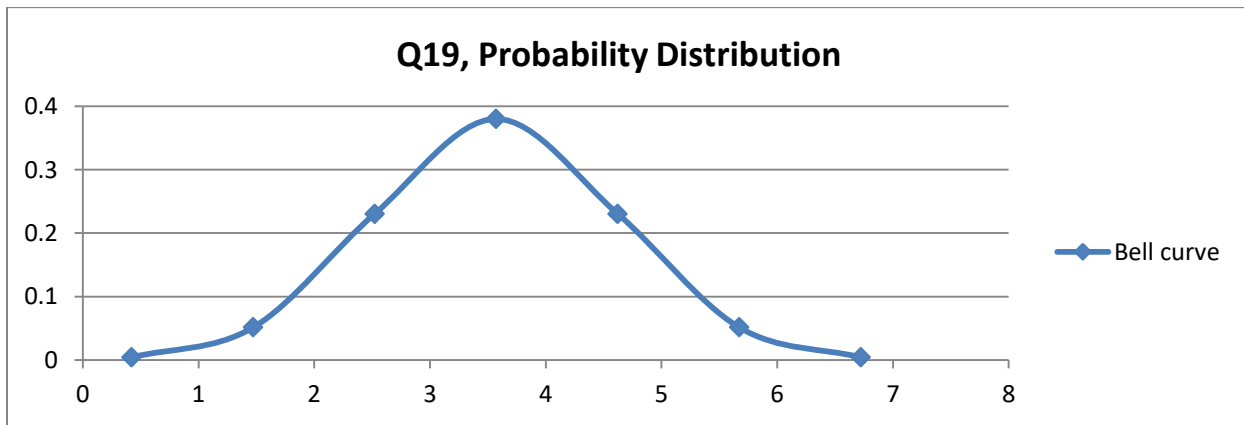
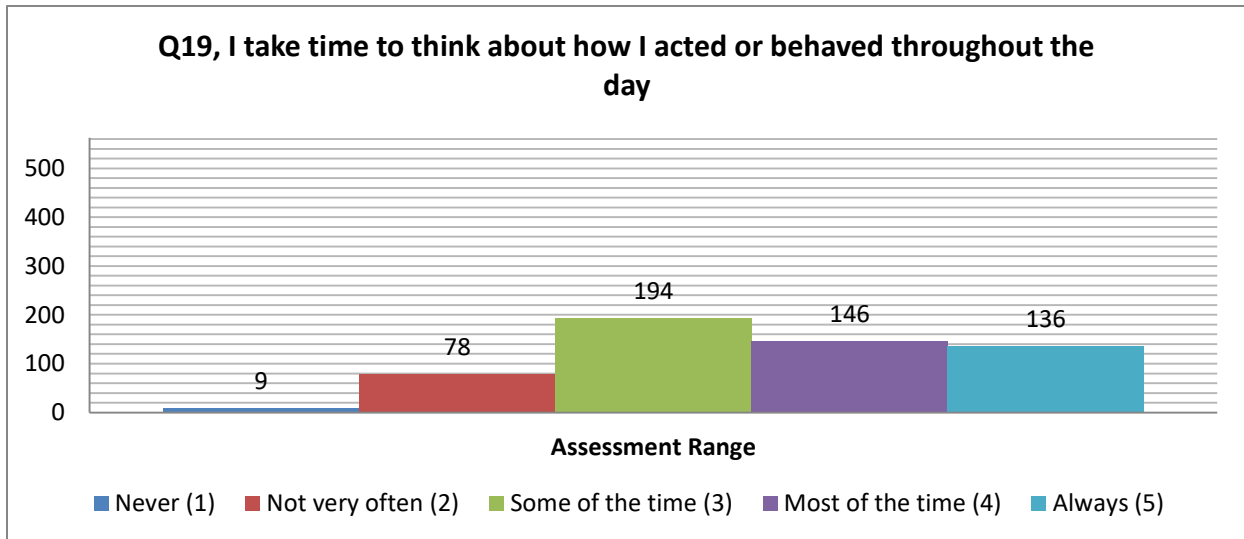
Appendix M

Question 18 Histogram, probability distribution & scatter plot



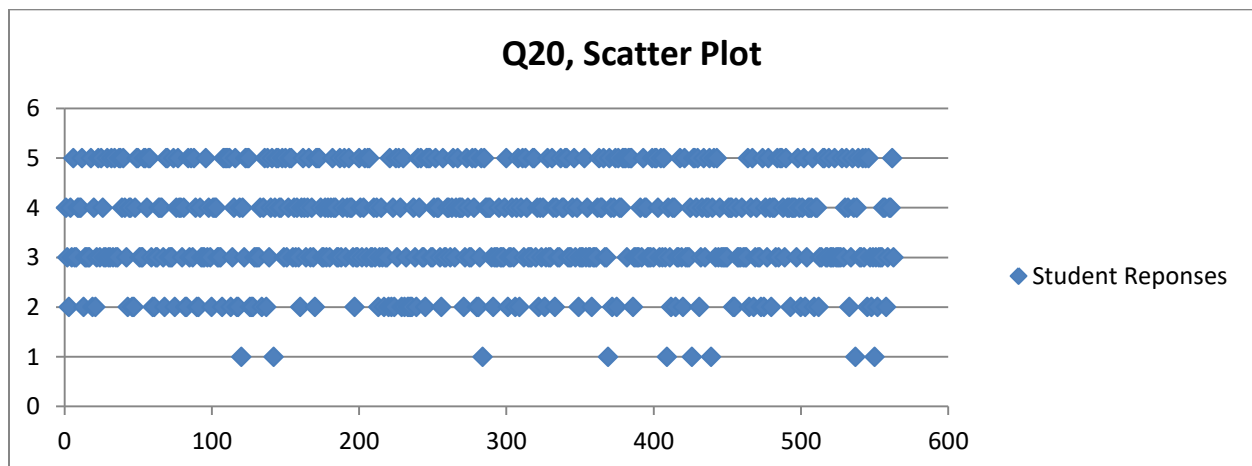
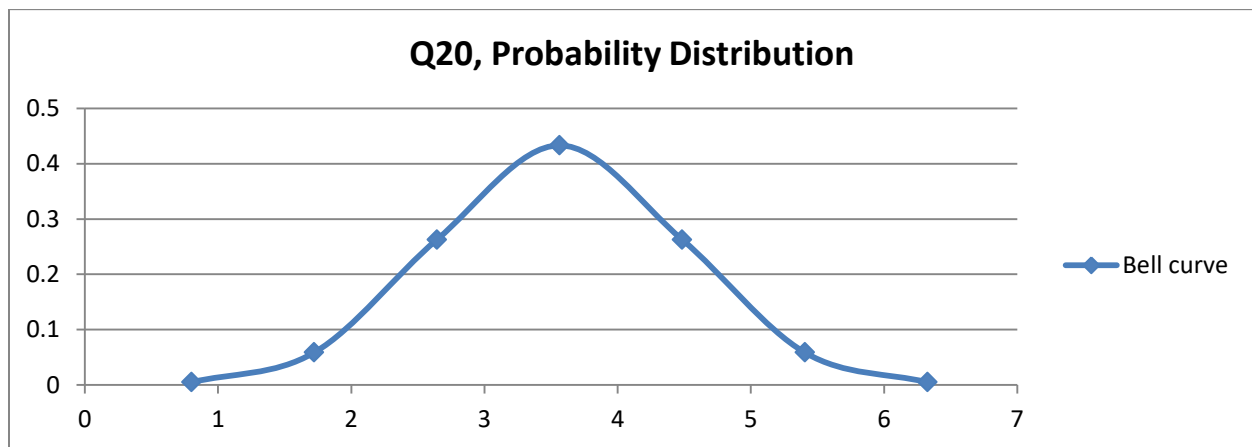
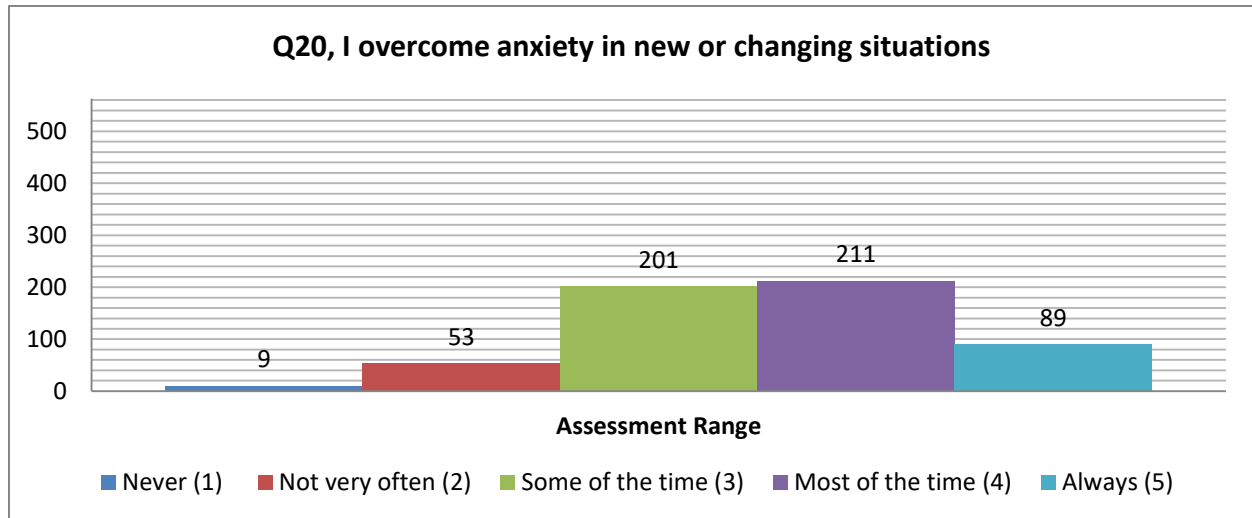
Appendix N

Question 19 Histogram, probability distribution & scatter plot



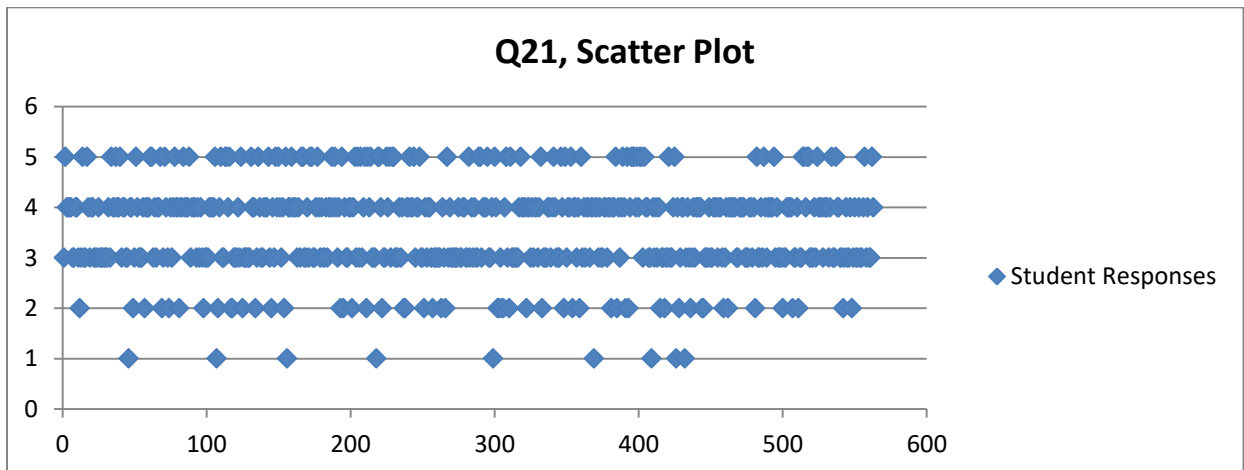
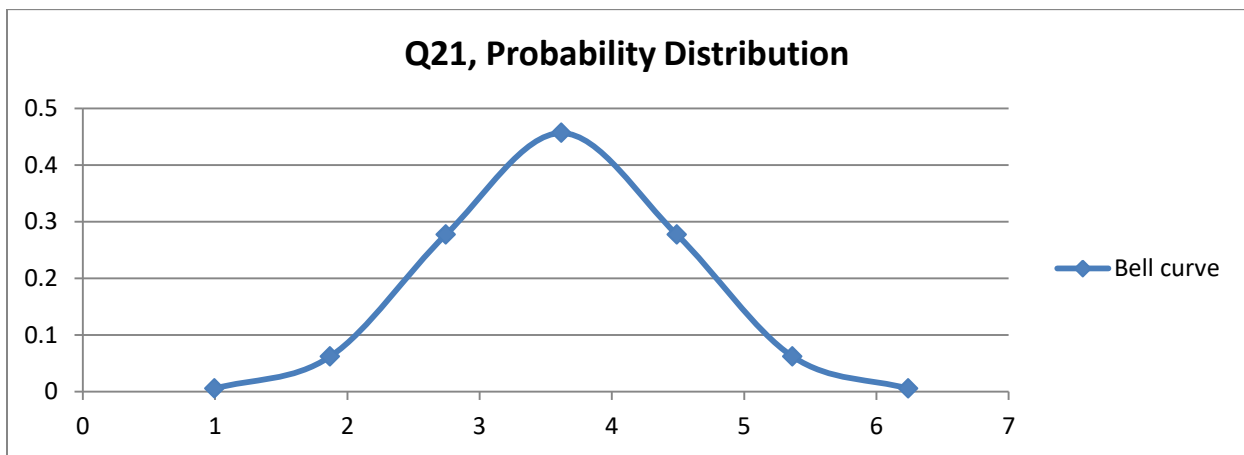
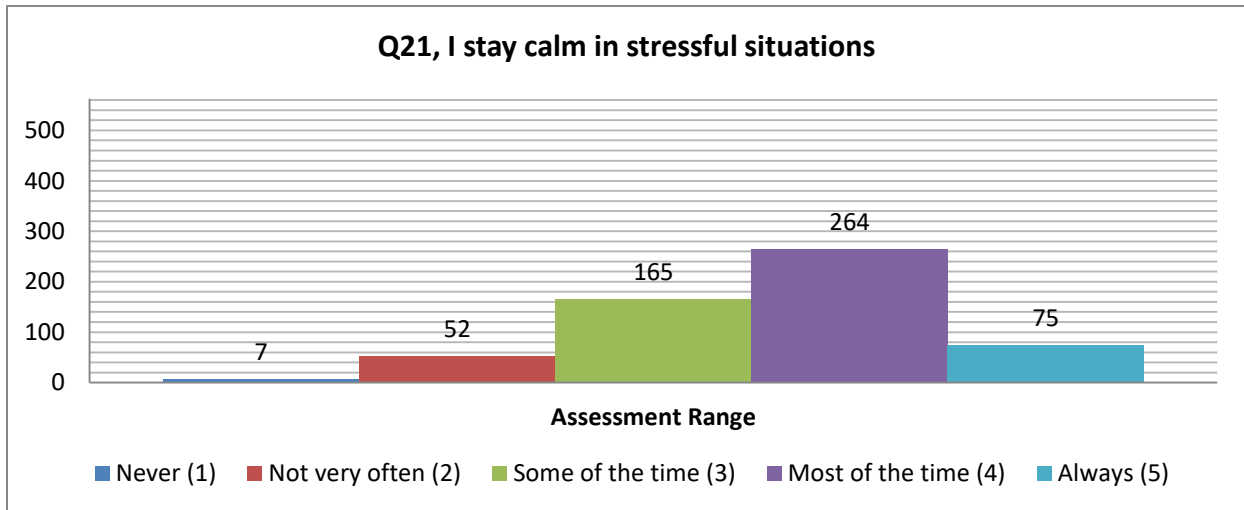
Appendix O

Question 20 Histogram, probability distribution & scatter plot



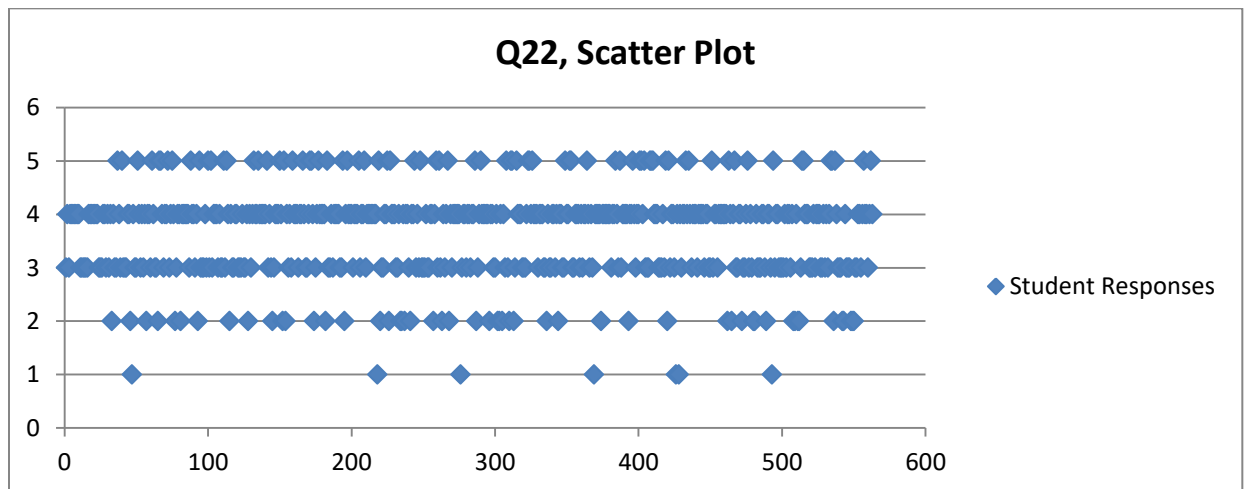
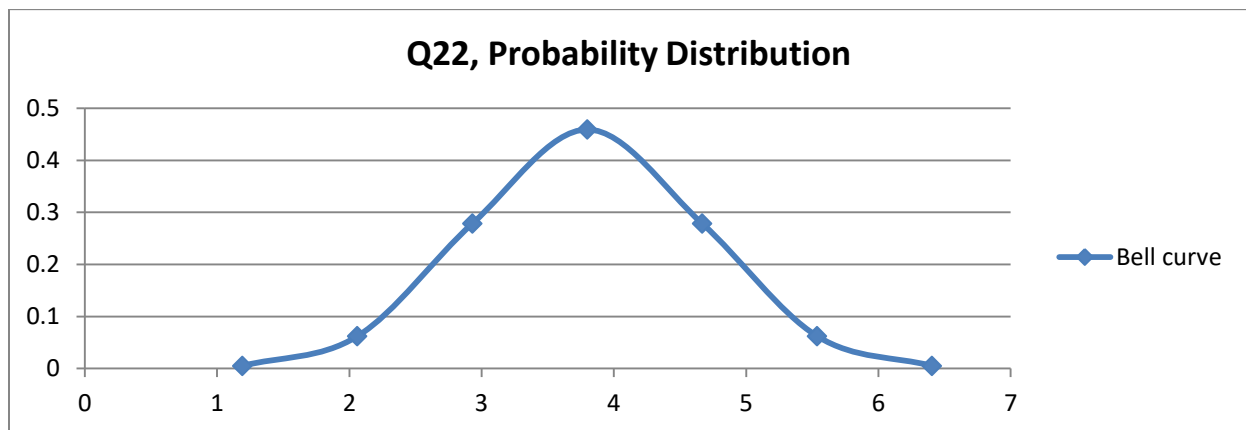
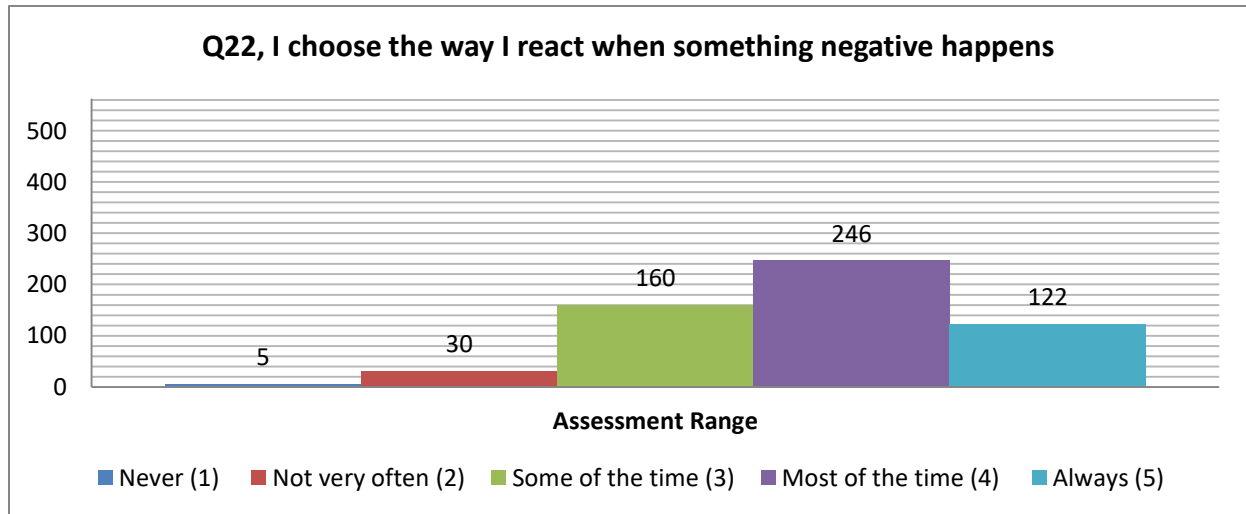
Appendix P

Question 21 Histogram, probability distribution & scatter plot



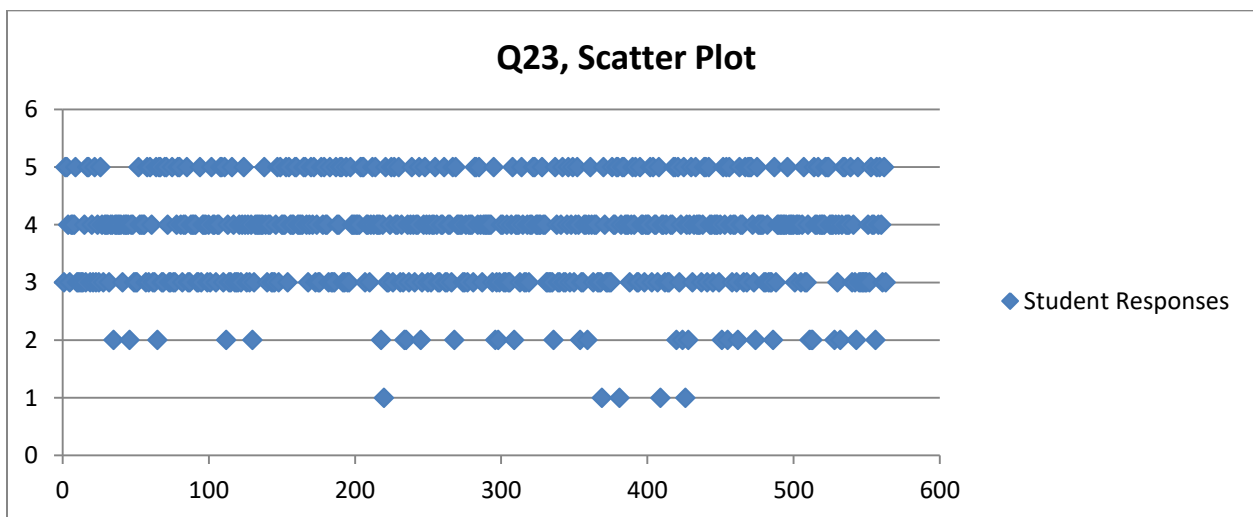
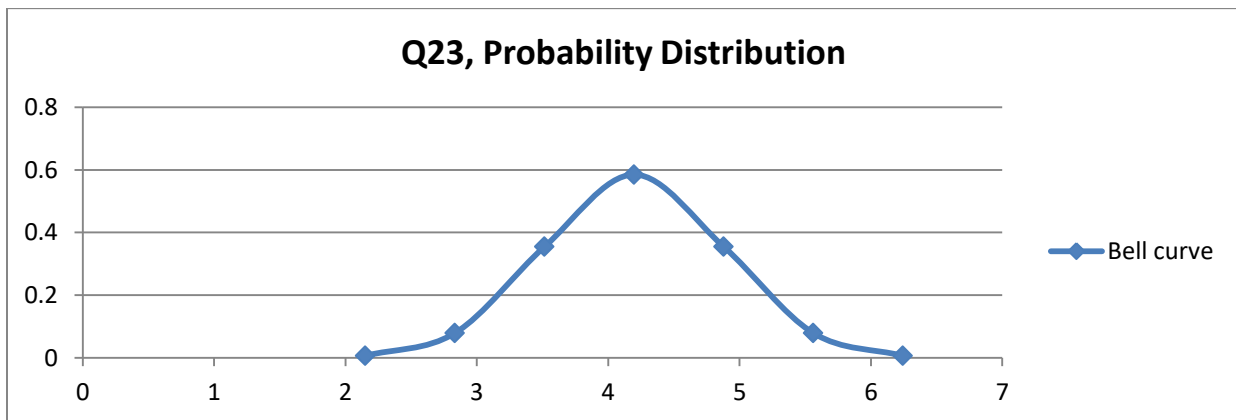
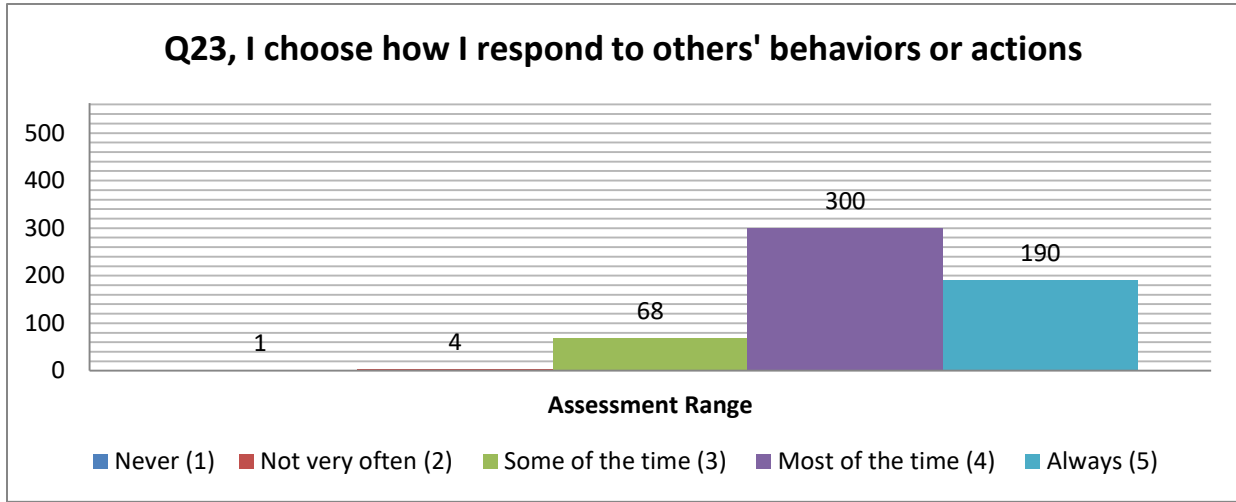
Appendix Q

Question 22 Histogram, probability distribution & scatter plot



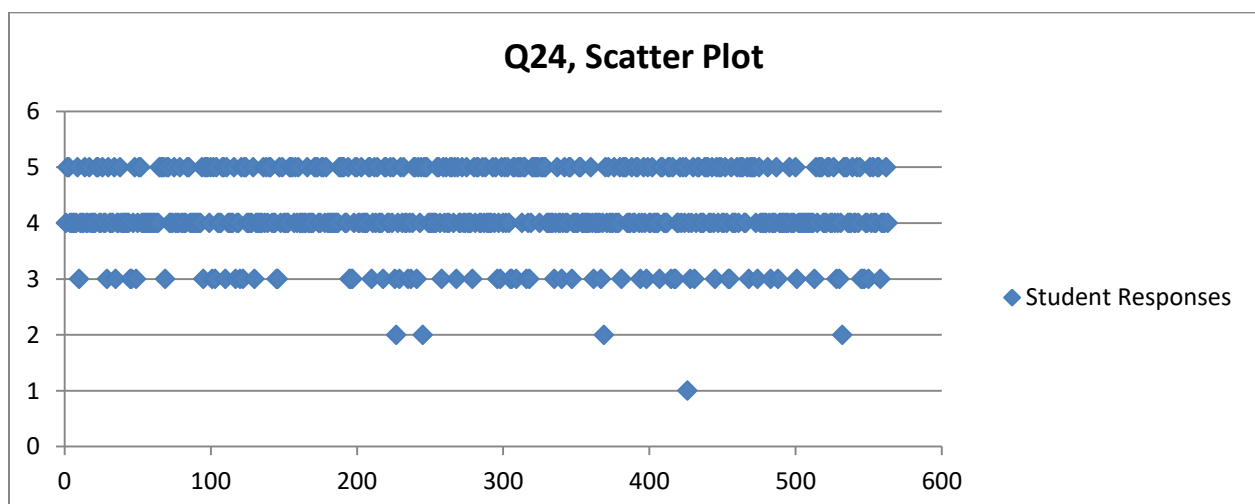
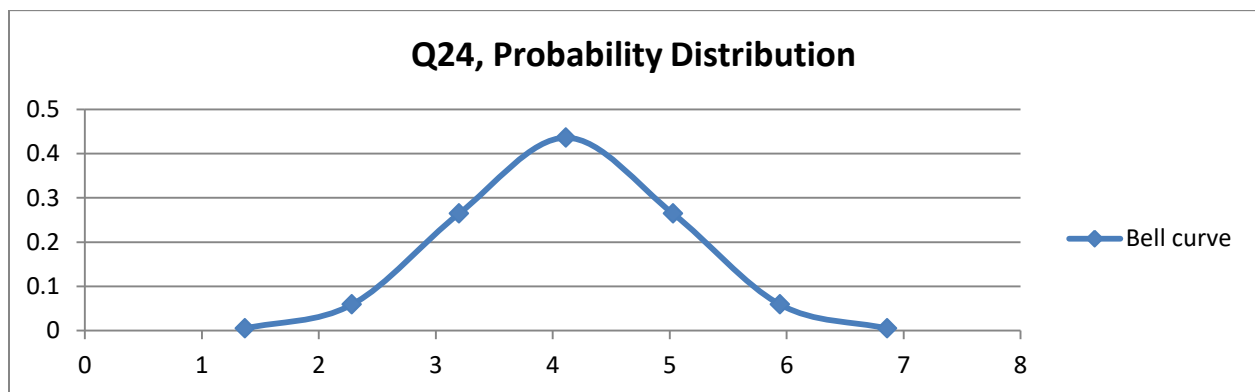
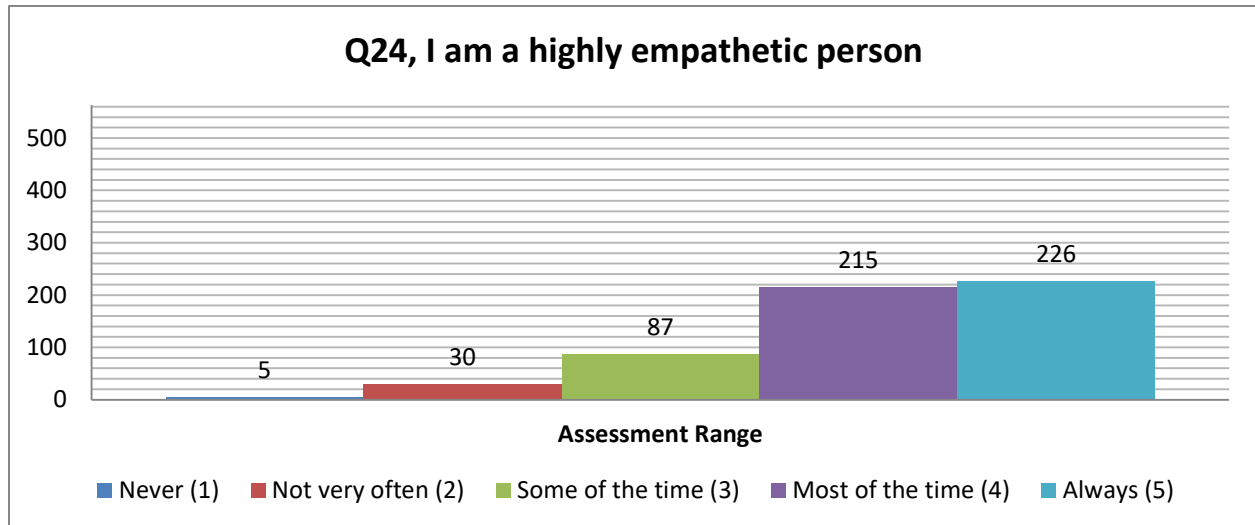
Appendix R

Question 23 Histogram, probability distribution & scatter plot



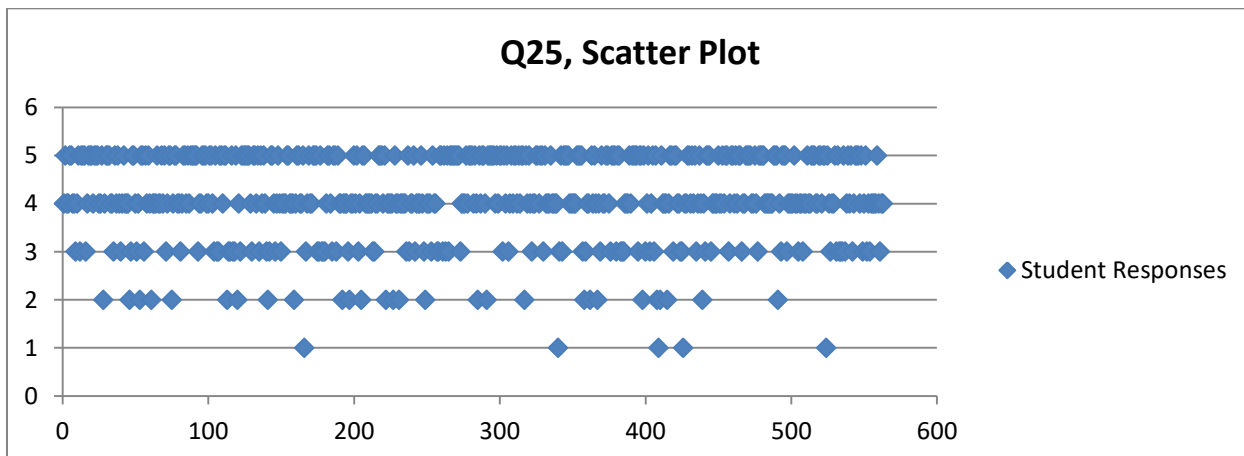
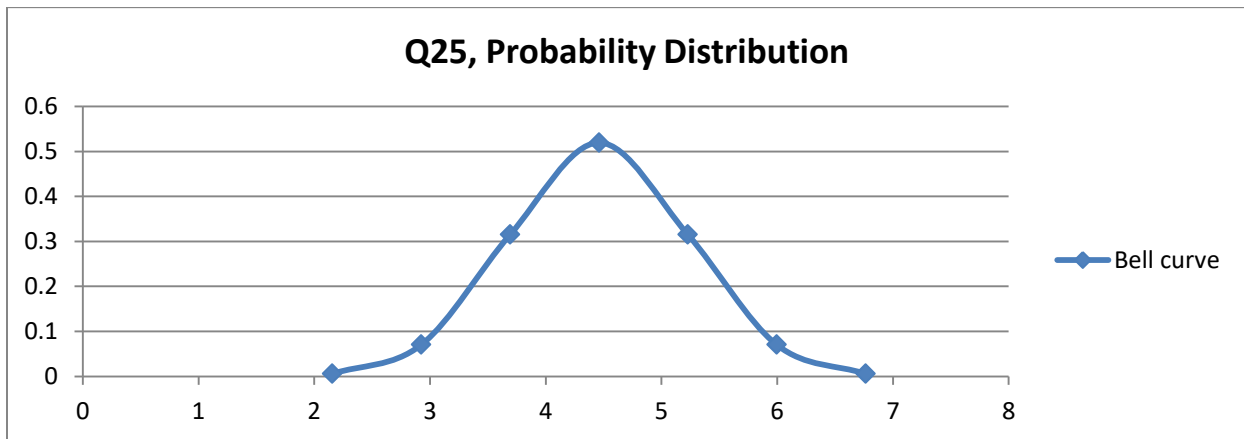
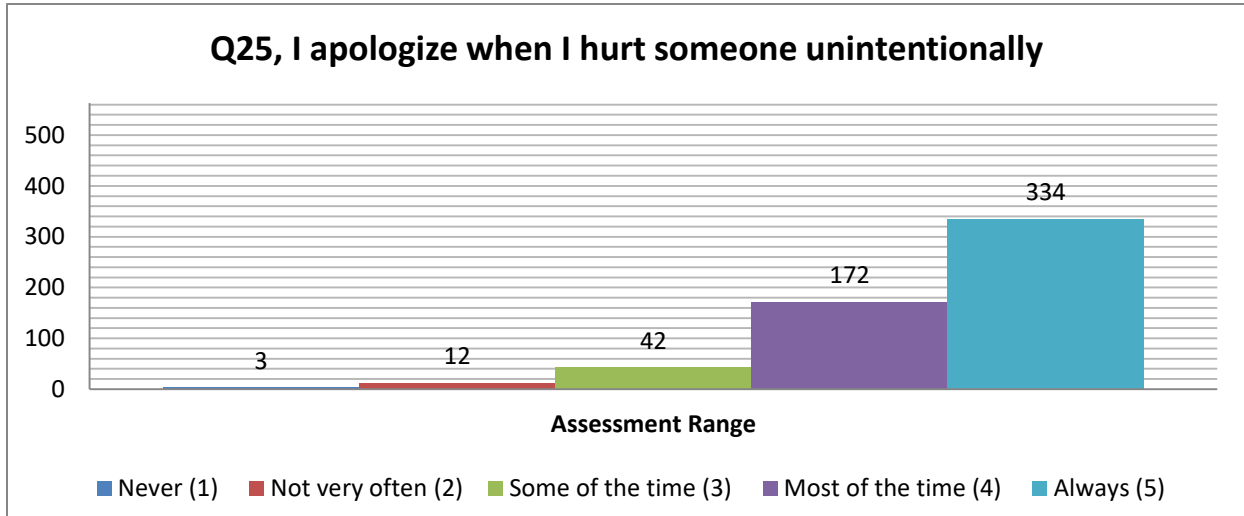
Appendix S

Question 24 Histogram, probability distribution & scatter plot



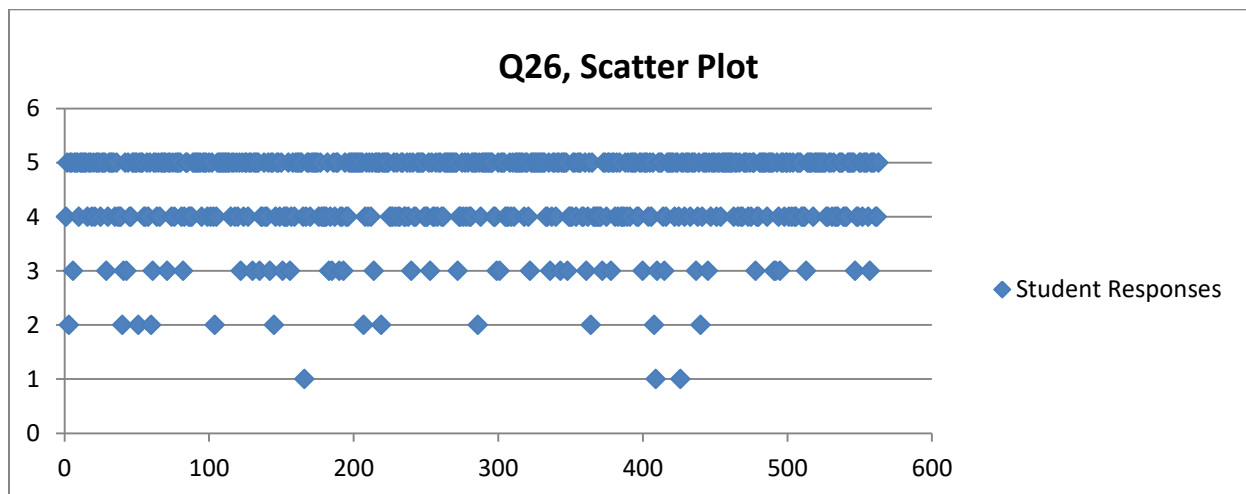
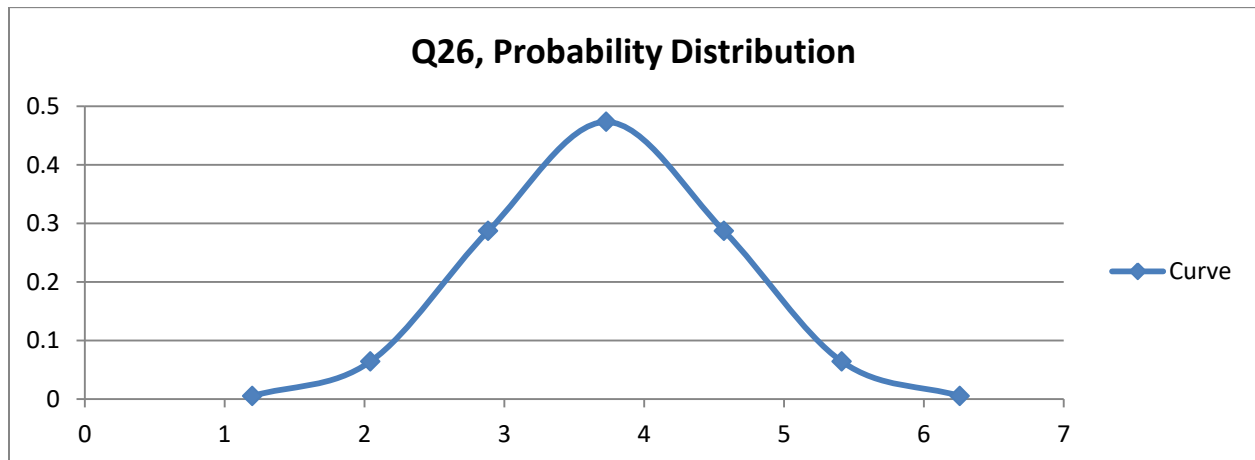
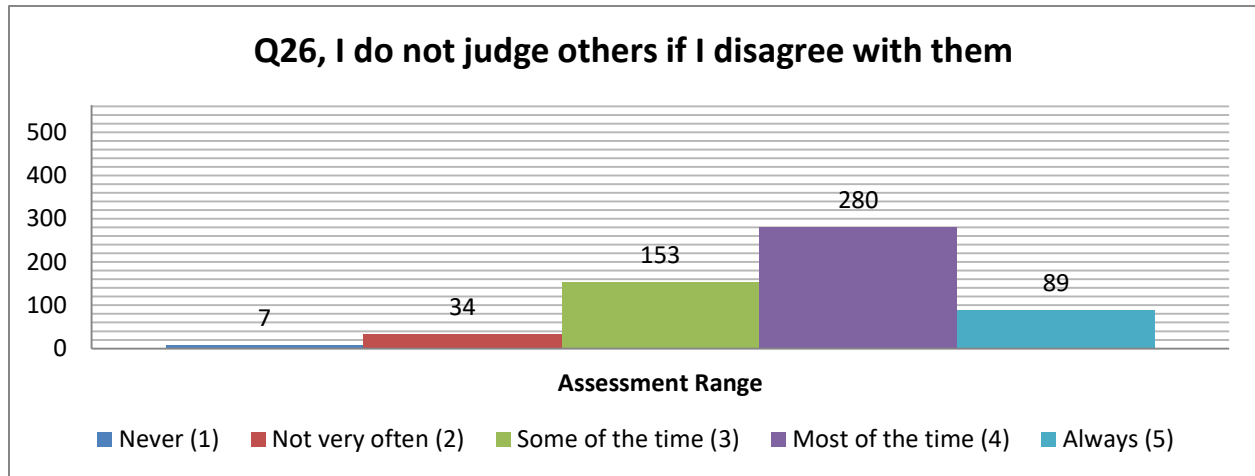
Appendix T

Question 24 Histogram, probability distribution & scatter plot



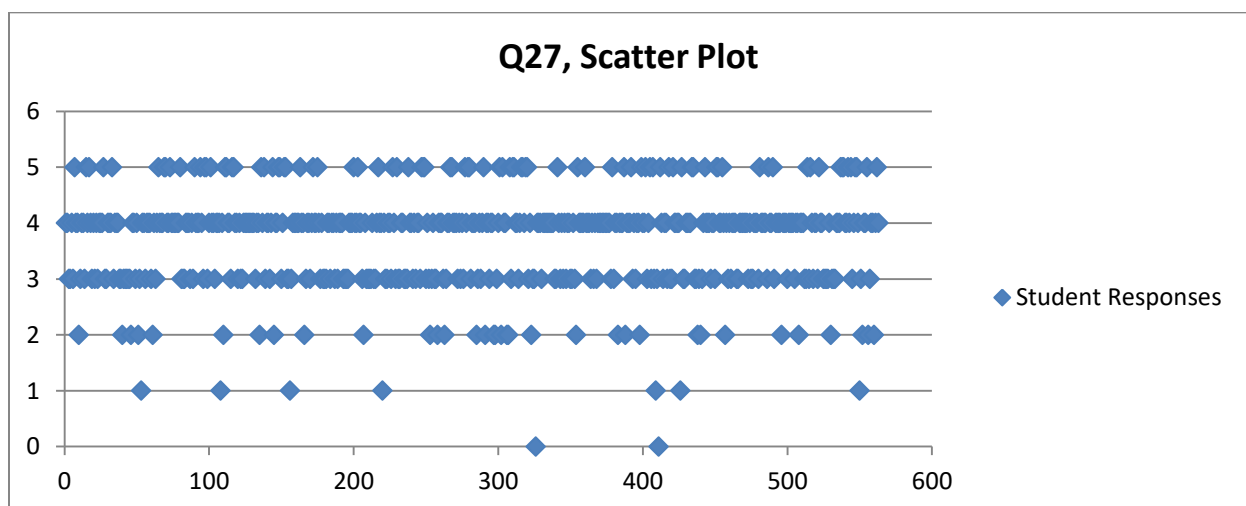
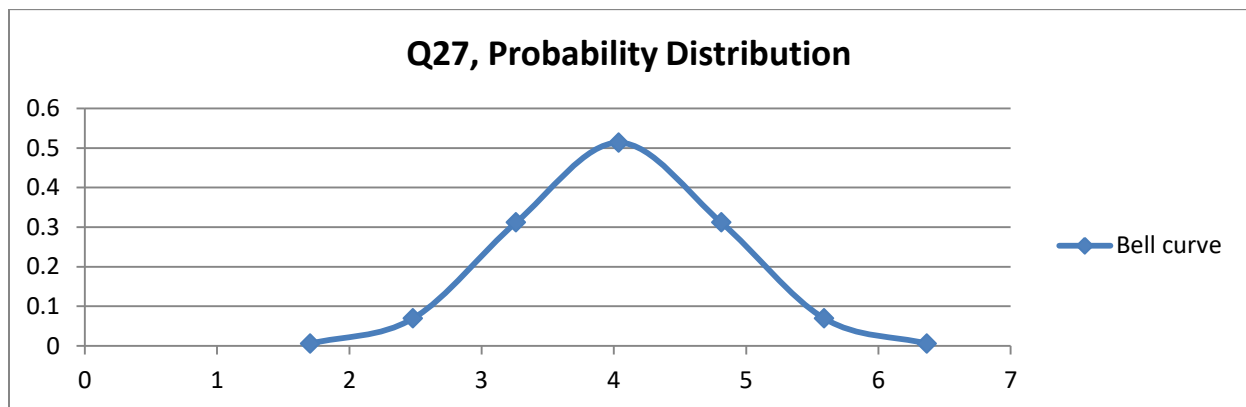
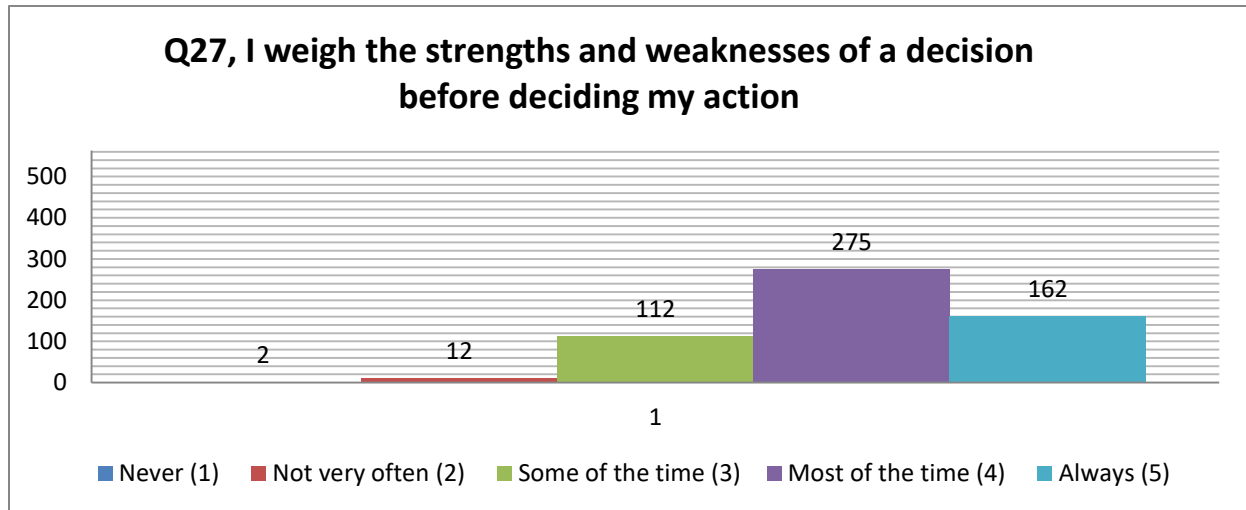
Appendix U

Question 26 Histogram, probability distribution & scatter plot



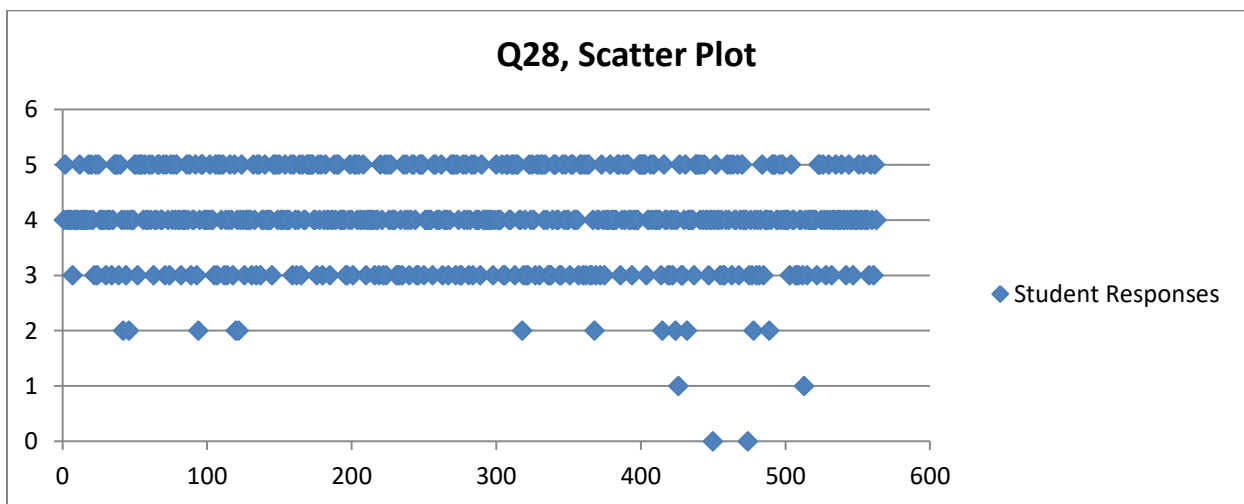
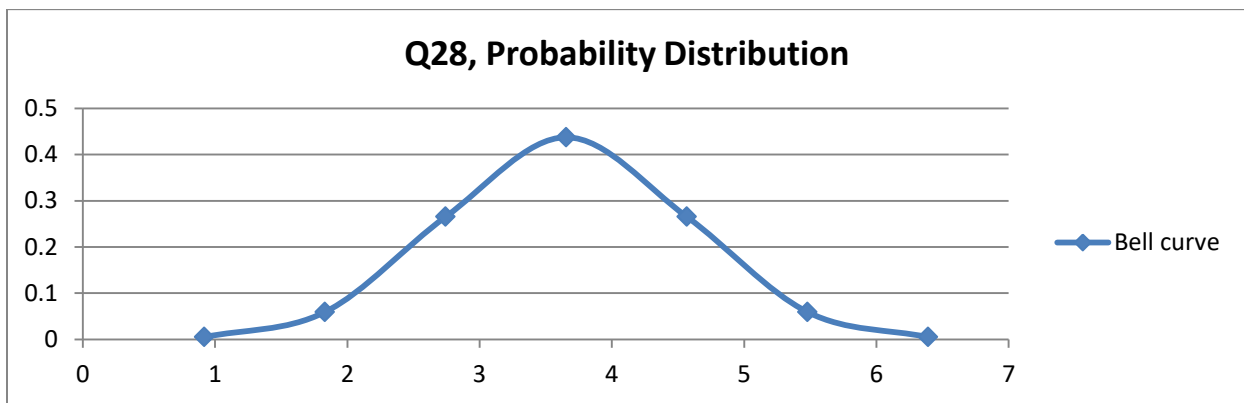
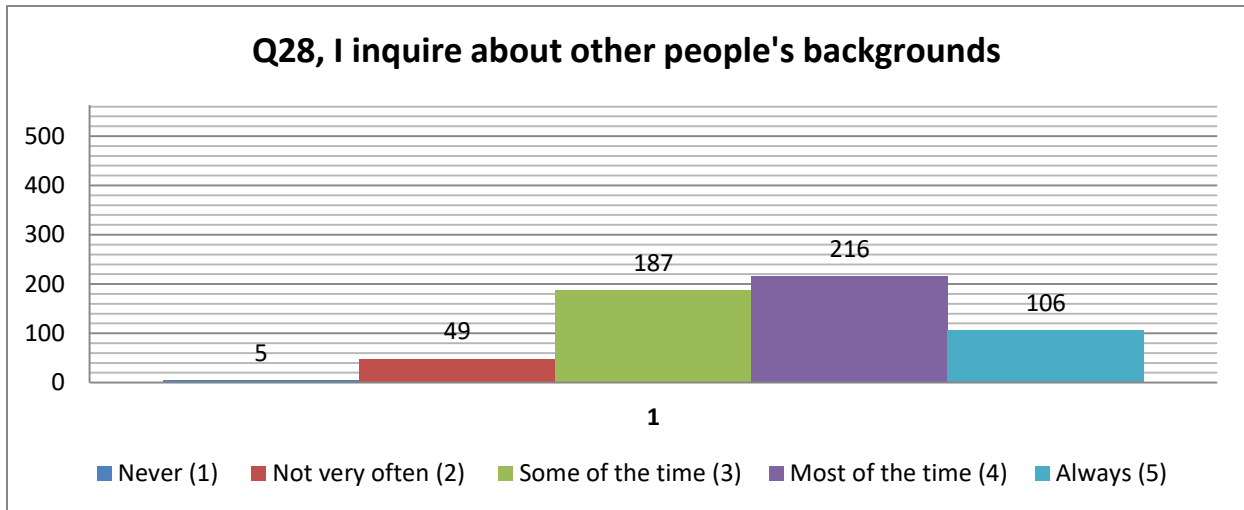
Appendix V

Question 27 Histogram, probability distribution & scatter plot



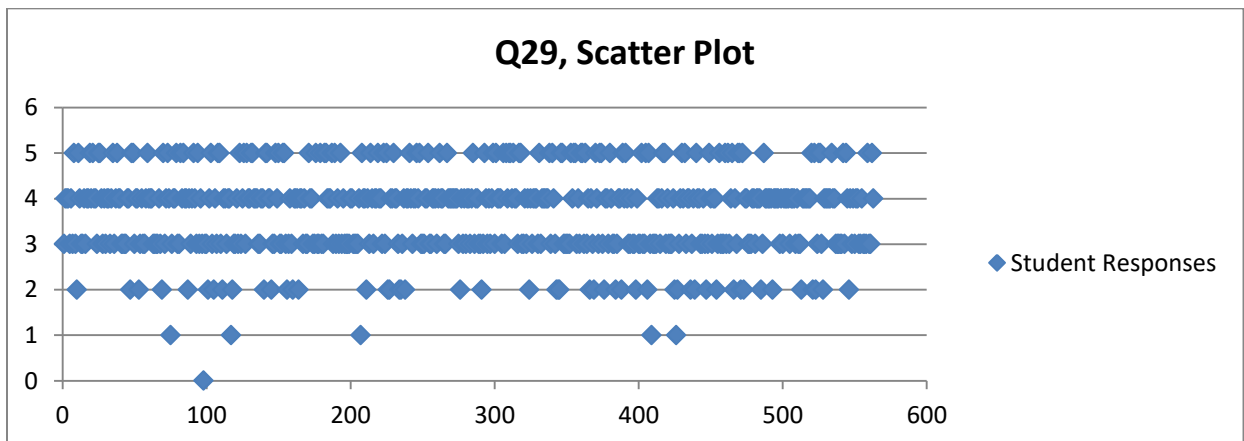
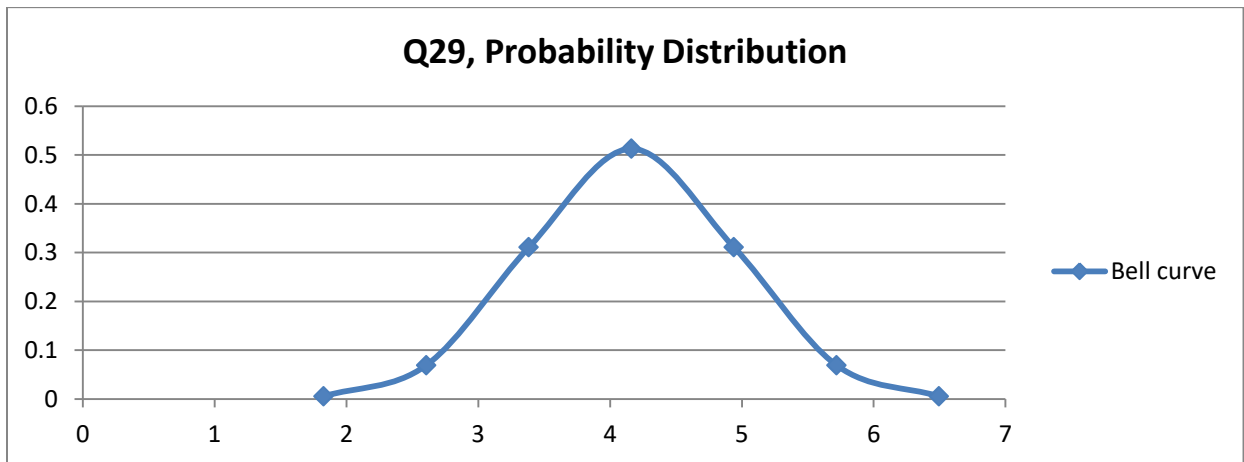
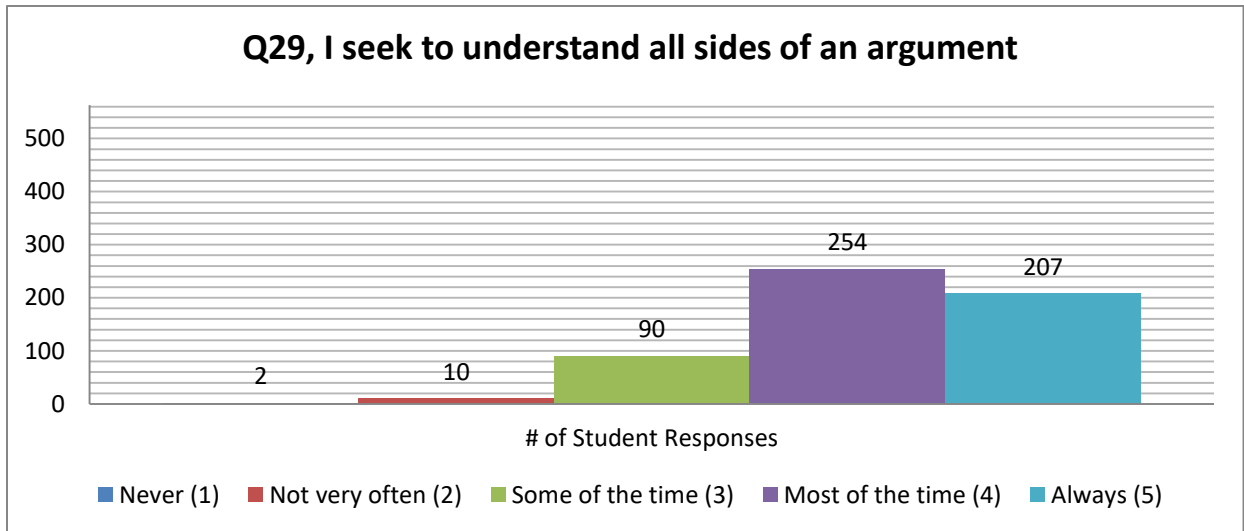
Appendix W

Question 28 Histogram, probability distribution & scatter plot



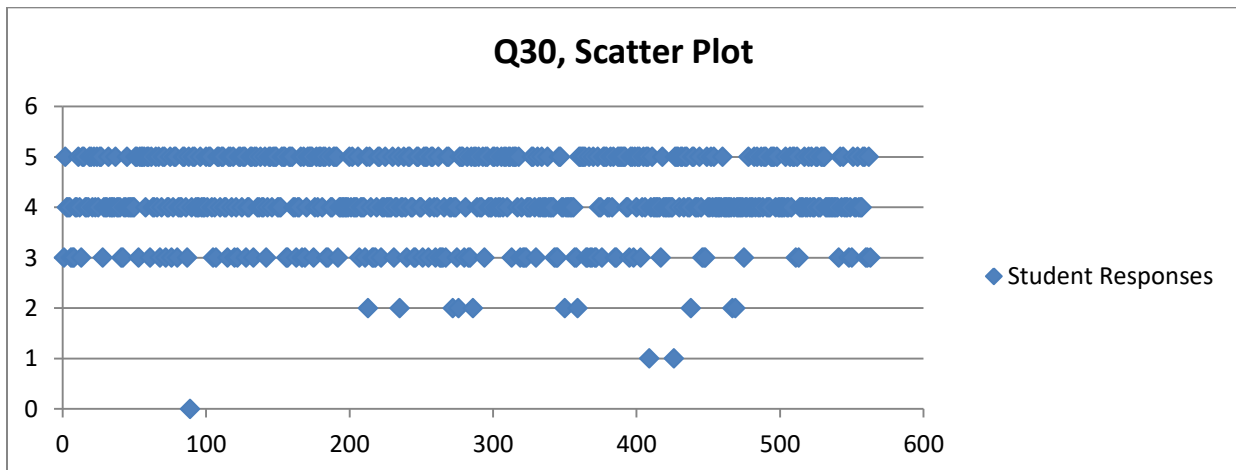
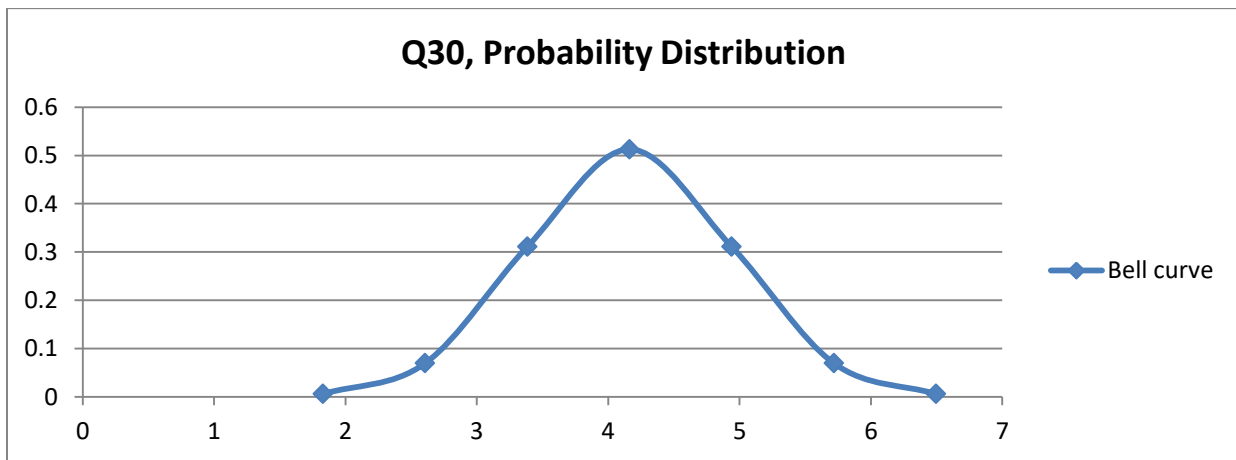
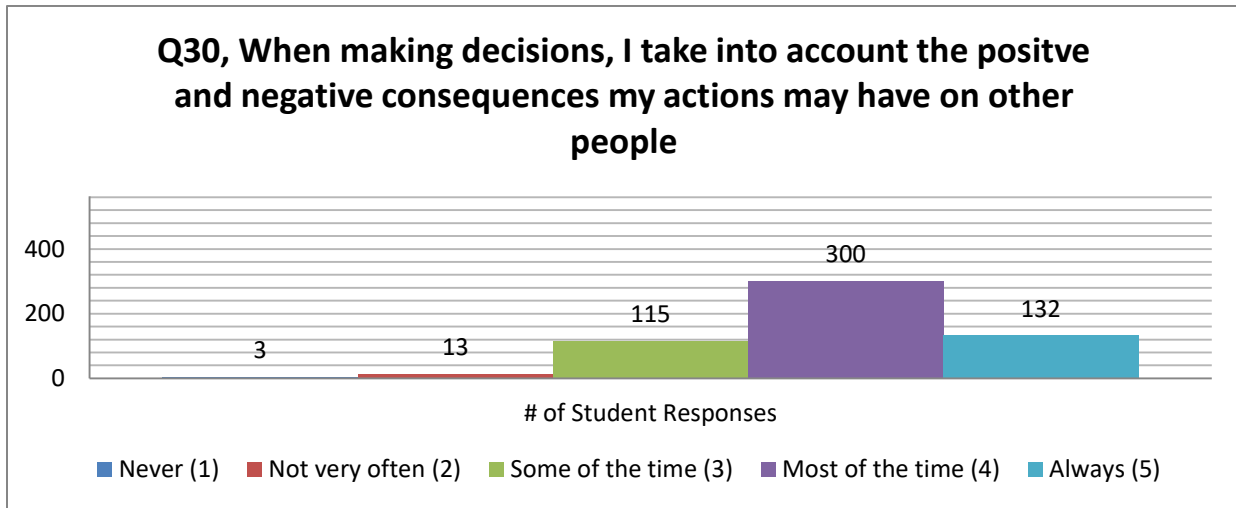
Appendix X

Question 29 Histogram, probability distribution & scatter plot



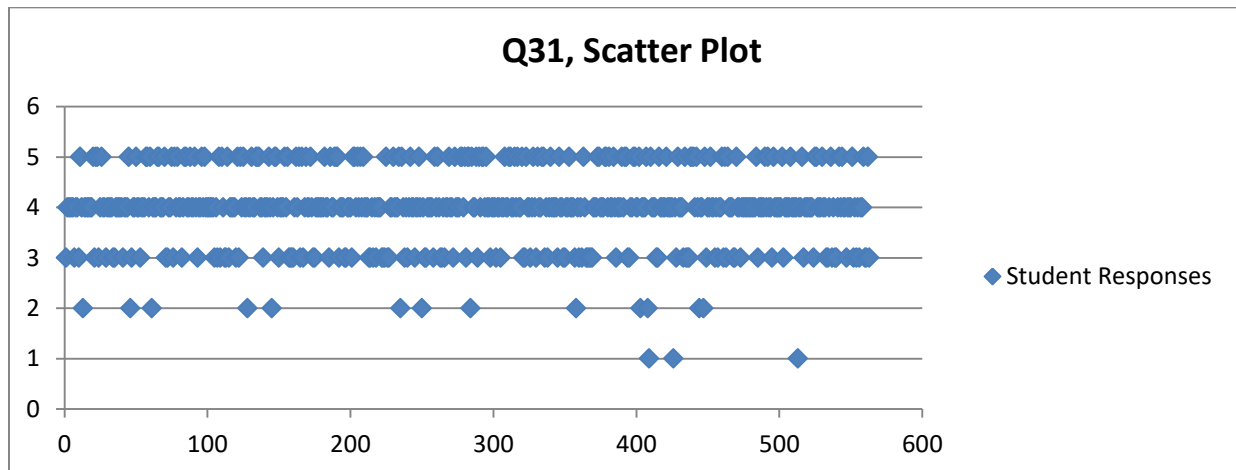
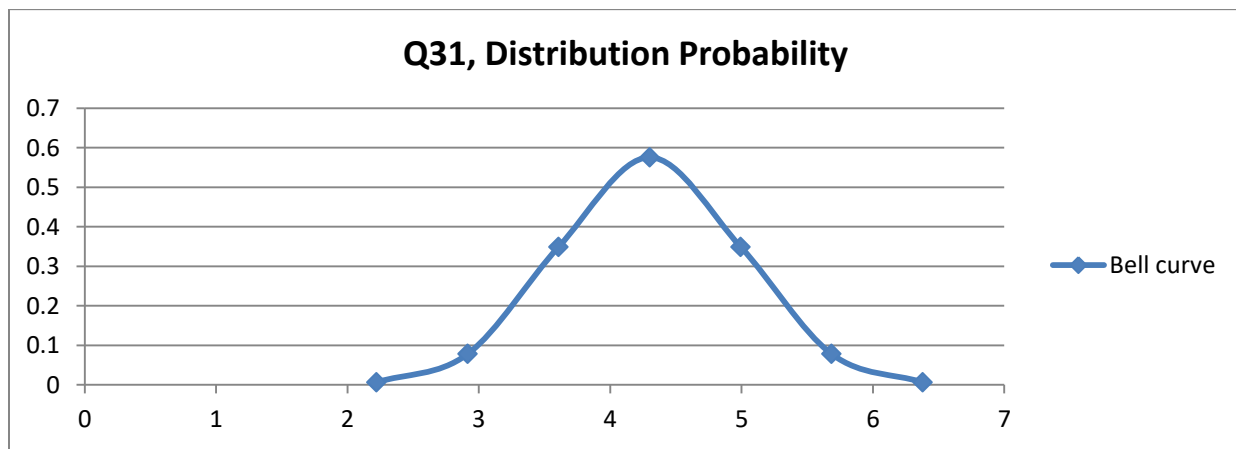
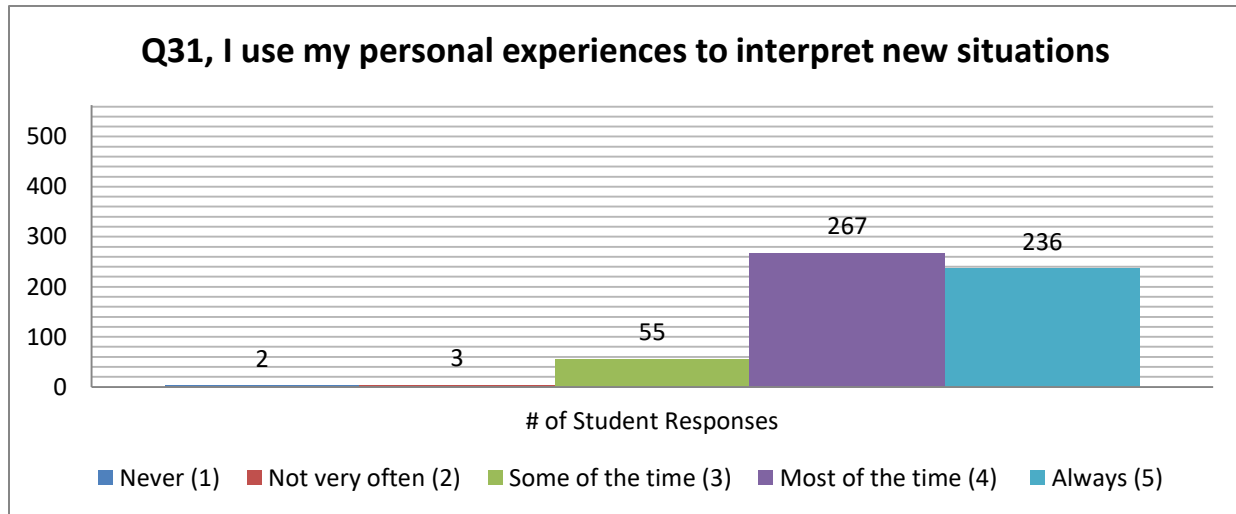
Appendix Y

Question 30 Histogram, probability distribution & scatter plot



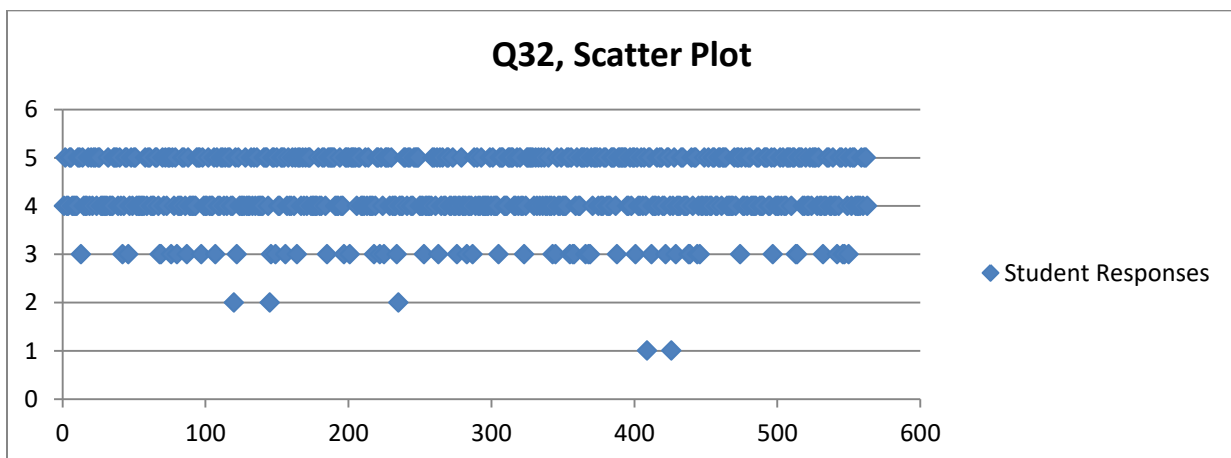
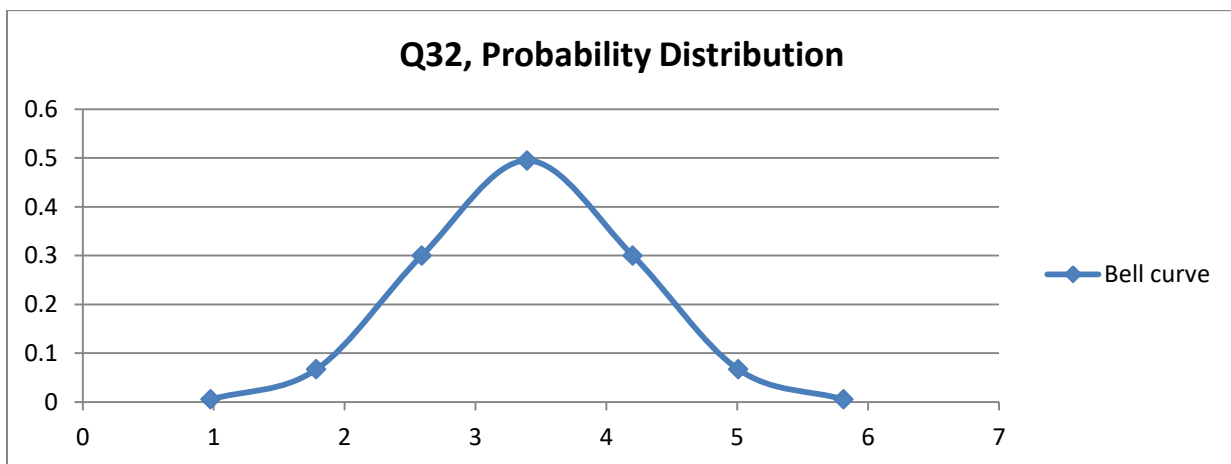
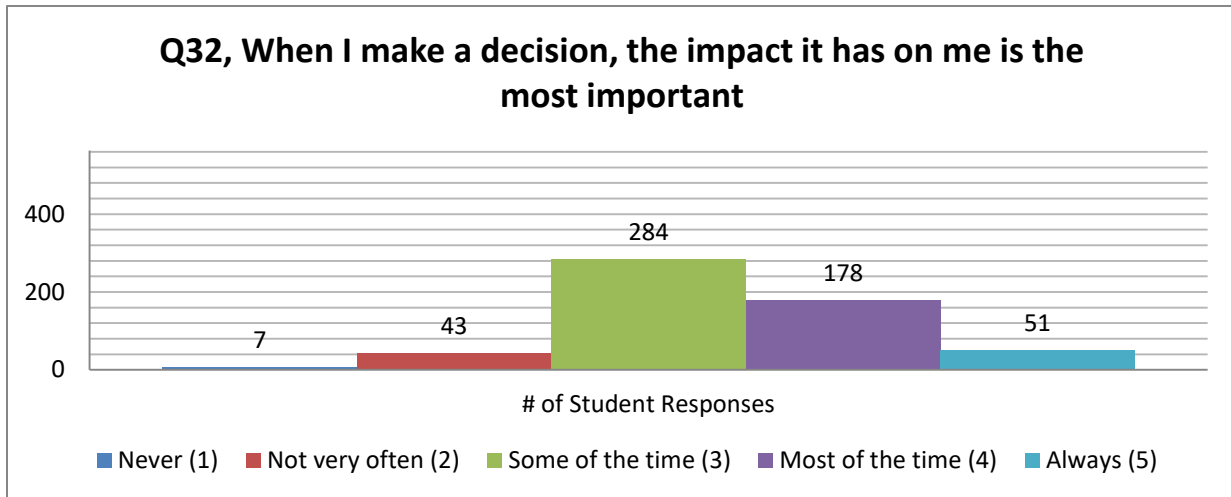
Appendix Z

Question 31 Histogram, probability distribution & scatter plot



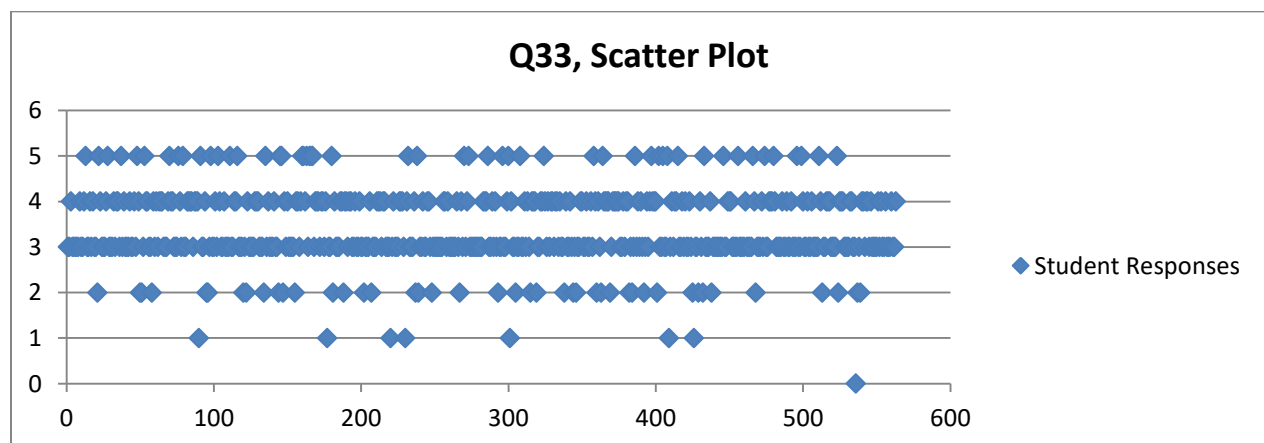
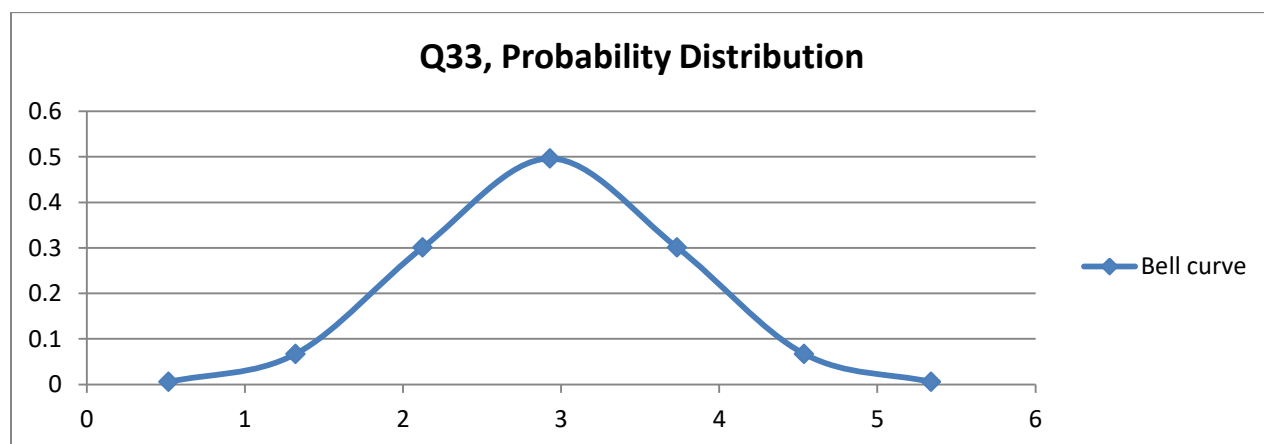
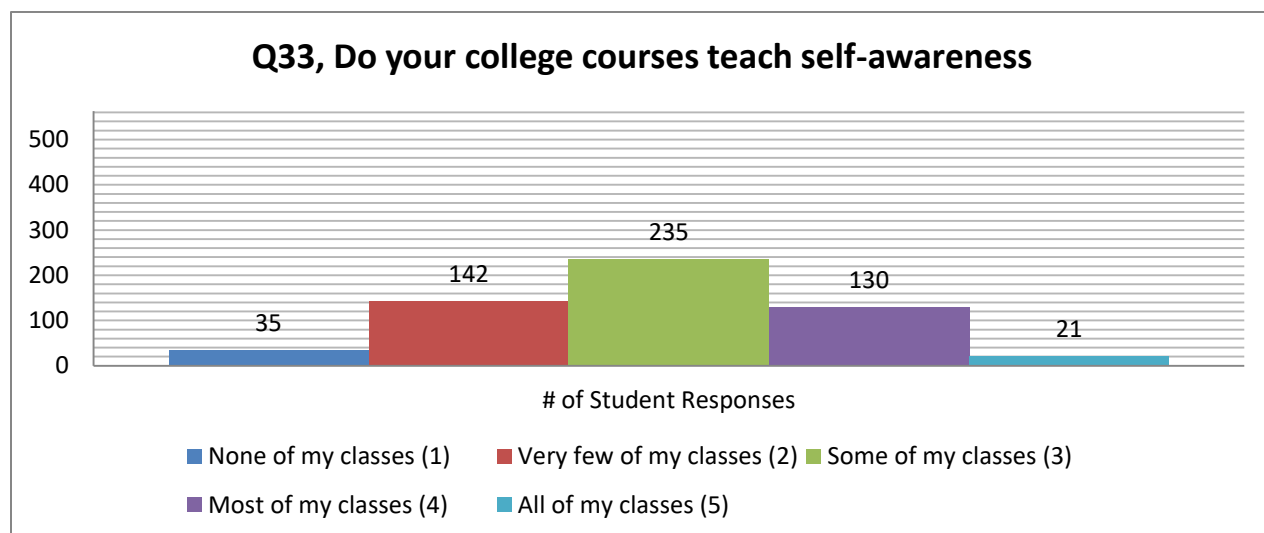
Appendix AA

Question 32 Histogram, probability distribution & scatter plot



Appendix BB

Question 33 Histogram, probability distribution & scatter plot



Appendix CC

Question 34, essay responses: can you provide any examples of classes
that teach self-awareness?

My "Hope, Grace, and Eschatology" theology course. - My Business Ethics course. - My Operations courses.

A few of my education courses- not specifically though

A lot of them just teach and explain how the content of the course will affect us in the future, with our careers and adult life.

Active Nonviolence, Theology, Philosophy, Psychology, History

All classes make me more aware at how skilled I am at a certain topic and what I can improve on. Philosophy and theology make me more self-aware. Evaluations at the end of the semester are also not only a good way for professors to receive feedback but also to think about my experience during the semester.

All of my Catholic Studies classes, especially CATH 101 - Search for Happiness; Intro to Philosophy (PHIL 114?) and Ethics (PHIL 214?)

All of my classes are either music related (teachings lot of self-exploration expression, & awareness) or education classes (teaching awareness of others but also how your self-awareness affects that)

All of my marketing courses, because they imply that every moment and every relationship is a marketable moment. So it requires us to think more critically about what we do and why we do it. Additionally, the Psychology of Marriage and Family and Family and Couple Communication where courses that undoubtedly highlighted the importance of self-awareness in relationships especially.

All of my philosophy courses have taught me how to examine and critically evaluate my thoughts, even those that may be commonly accepted.

All of my philosophy courses, German courses, and English courses

All of my psychology classes

All of my SOWK classes teach self-awareness, ETHICS, PSYC, SOCI, CJUS, THEO - Specifically my Christian Marriage class

All of the Management Courses I have taken and some of my marketing classes.

All philosophy courses, especially Philosophy of the Human Person, Logic, Ethics, Epistemology, Metaphysics, and Philosophy of God.

All Social Work classes - especially Field seminar

Almost all my communications and journalism classes teach me to be aware of my own ideas/ideals and how can I make sure my bias doesn't show through in my writing, which is supposed to be unbiased and report only the facts.

Almost all of the psych classes (psychopathology, social psych, research issues in cognition, psych of marriage and family, brain and human behavior, drugs of addiction, psych for sustainability), Leadership for Social Justice, Theology and the Environment, Environmental Challenges, Intro to Ethics.

Any classes which make a conscious effort to help improve public speaking skills (especially for presentations) by helping you realize what it is that you need to improve on. Additionally, my management and business ethics courses have really emphasized Maslow's Hierarchy of Needs, which certainly made me think about my own self-awareness.

Any computer science class

Any courses in the Justice and Peace Studies department!

Any education class

Any of the Catholic Studies courses and my music education courses

Any psychology class basically

Any sustainability class. Public speaking.

Any Theology course, Philosophy (Ethics and Philosophy of the Human Person)

Anything Sociology and Psychology based do, but this college is a business school, so rarely do people outside of those fields get exposure to things that teach self-awareness.

art history

Band

Band

band

Being honest and true in business courses such as accounting, understand all sides of an argument in classes such as philosophy, seeing where I fit in with the rest of the world in classes such as economics.

BETH 301BUSN 200PHIL 214

BETH, theology

Biology 209

Biology 209 teaches about your personal effect on the environment

Biology of Sustainability course: became aware of my impact on the environment

Biology of sustainability taught me to be conscious of my Phosphorus outputs and my carbon footprint

Business Ethic

Business Ethics

Business Ethics

Business Ethics and Organizational and Employee Development

Business Ethics because it really made you think about your actions and how you would react in a situation.

Business ethics Theology

Business ethics, all choir classes/rehearsals,

Business Ethics; Management 30; Digital Marketing; Philosophy 214; Most of the time it depends on the professor if the class teaches self-awareness

Business Management; the professor really focused on teaching life skills instead of just teaching from the book. He taught how to be aware of the people around you and the people you are working with.

Business Spanish, which looks at cultural differences between different populations and the impact that these differences can have. Philosophy classes also teach self-awareness through provoking reflection and forming opinions.

Catholic social tradition

Catholic Studies classes

Catholic Studies. Psychology of Marriage and Family.

Chem 113, French 112, Jazz Band, and Calculus all taught me more about my strengths and weaknesses. However, maybe not always directly.

Christian Marriage, Ethics, Prison Literature

Christian Marriage, most (if not all) of my Psychology classes, Love Sex & Friendship.

Christian Marriage, Psych of Marriage & Family, Interpersonal Comm, Family Comm, Visual Comm

Christian Marriage; Psychology of Marriage and Family; Family and Couple Communication
CISC 200

COJO 100 with Petersen comes to mind, ECON 345 with Wisniewski is built around putting the developed/developing worlds into perspective.

COJOENGLMANAGEMENT 305

Comm Law

Communication and Interviewing Skills (Social Work)Lifespan Development Psychology; Group Work Skills (Social Work)Junior Fieldwork Seminar (Social Work)

Constructive criticism after giving presentations in upper level marketing courses

Consumer Behavior Self-Defense Integrated Sports, Culture, and Society Philosophy of Ethics

Christian Marriage

Contemplative practices seminar

Crossing the Color Line, learned more about race.

Depends on the professor, not necessarily the class. Some of my education classes and teachers do this.

Economics. Theology

EDUC 329, EDUC 210, PHIL 115

Education class helps me to assess my learning and teaching style. Sociology educates about identity and bias.

ENG121THEO101PHIL115

English 202-Medical Narratives

English 204: Race, gender, and sexuality

English and philosophy classes mostly

English course

english prof encouraged us to do things outside of our comfort zone in order to get to know ourselves better

English—critical reading and connections and understanding of text COJO—understanding and improving skills we are aware that we struggle on Choir—awareness of breathing and posture;

Philosophy—learning how we think, decision-making; Every class offers some element of self-awareness, it simply depends on whether or not a student takes advantage of it.

ENTR 350- Design Thinking; MGMT 305(?) - intro to MGMT BETH 301- Intro the Bus Ethics;
THEO 380- Grace, Hope, And Eschatology

Entrepreneurial research, Travel and Transformation (jterm abroad course)

Entrepreneurship 200

Environmental sustainability, communication in the workplace, English critical thinking

Ethics

Ethics

Ethics (Philosophy) and Personal Health and Wellness

Ethics, Business-Ethics, and Public Speaking

Ethics, Christian Morality

Ethics, History

Ethics, Morality, Management

Ethics, Theology, and some Art History courses

Ethics.

Ethics/Philosophy, Psychopathology, and other Psychology courses

Ethics Communication in the Workplace Any language class

Every class that has something to teach will provide an individual with the opportunity to learn self-awareness. The Global Health is teaching us how fortunate we are, by an accident of birth, to live in health-sustaining environment, even if it has its flaws. The Environmental Challenges class is showing how our impact on the environment affects how others have access to resources, and encourages us to be self-aware.

Existential America taught me a lot about understanding and asking the big questions about my existence.

Finance classes help organize our thoughts on personal wealth and its growth. Philosophy; yes.

Food, Faith and Social Transformation, Sociology, Biology of Sustainability, Global Christianity

Foundations of exercise science Psychology

general psych and most general classes students wouldn't take voluntarily help you realize if you enjoy or are drawn to the topic or not and that helps bring awareness to things about yourself

General Psychology

General Psychology, English with Mrs. Fijewski, Lifelong Stress Management, and Human Physiology.

Geology teaches about our impact on climate change

Geology, Education

German class teaches you to understand a different culture and be aware that you are unique and not everyone is the same as you. Theology class teaches you about different religions and different beliefs within denominations of a religion. Showing you that even between you and another person of the same religion there may be a large difference in beliefs.

Have not had any.

Health based Sociology

Health class and consumer behavior

Health psychology, Intro to Justice and Peace, cognition, social psychology

Heath psychology

History classes try to help students practice reflexivity by understanding how history is written by those in power, pushing us to consider marginalized voices and our own place within the power dynamic

History Classes, Honors Seminars, English Classes, Theology Classes, Philosophy Classes

Honors Seminar on Contemplative Practices, another Seminar on Improv & Mental Health, Old Testament Theo w/ Kelly Wilson, Christian Marriage Theo with M. Spencer.

Honors Willpower seminar, Cath 101: the search for happiness

HR Classes, Theology, Philosophy

HR courses - understand your communication style to be able to relate to others

Human behavior in social environment; Interviewing skills; History 111

I am in an entrepreneurship class right now. I had my second class today and we have already talked a lot about manifesting ourselves, who we are, in the business we will start this semester. That means we have to dig deep into who we think we are

I cannot think of any that have mentioned it...even in my humanities classes....

I can't remember a class that did

I am currently taking a neuroscience capstone on sleep. We are encouraged to reflect on our own personal sleep habits by logging our sleep patterns throughout the semester. We are also given tools to help improve our sleep. Quite a few of my classes have also encouraged the use of mindfulness practices as a means of relaxing and alleviating stress.

I did a social entrepreneurship study abroad class

I don't know but it probably doesn't pertain to my major/minor.

I feel like I have been exposed to some self-awareness in some psychology courses. It is addressed but not really focused on. I can't be very specific about a certain circumstance.

I had a Theology professor last semester that really helped my understanding regarding my own self-awareness as well why I am who I am.

I haven't had any maybe some psychology classes.

I take many classes that I have to relate the concepts we learn to our real life experience. I also take several creative writing classes that force you to look at your individual experience and relay it onto the page.

I think that my communication classes do well with teaching self-awareness. We are often asked to understand situations from multiple situations, including our own, and most importantly we're asked to understand WHY we feel that way.

I took a theology course that didn't explicitly teach it but it did come up in discussions multiple times, and a management class that also touched on it.

I would define this category as classes that encourage you to know yourself and/or your views. The classes I've had that fit this definition include creative writing classes, a course called Literature and Social Change, and surprisingly to me, certain Theology classes such as Christian Morality, that allowed for exploration as opposed to prescriptive lessons.

I would say philosophy to a certain degree

I'm sure there have been more, but one class in particular stands out to me. My Christian Morality class taught me to self-evaluate and look deeply into my actions and such.

In a sustainability minor, most of my SUST classes call attention to self-awareness and how our actions impact others. I would also say all of my ethics, philosophy, and religion classes taught self-awareness in some way or another.

In discussions that are viewed as "touchy", I notice a better sense of my attitude and visual cues that I could give to someone if I disagree with a comment.

In English class, last semester, we discussed our identities. In Theology class, we searched inside ourselves, and into the past theologians, to understand our relationship with God. Now in Philosophy we are starting to dive into an understanding of deep thinking.

In most of my humanity classes, I love to discuss topics that are related to my own self and how that affects my professional life.

In my BUSN200 course, one of my instructors talked a lot about self-care as well as becoming aware about how you can succeed, since everyone learns in different ways. He also encouraged us to take learning into our own hands.

In my Catholic Studies classes, I have been taught how to always rely on the help of God and in good times and bad, I go to pray. In praying, I find that I am most aware of myself, by the grace and help of God.

In my first year seminar class, understanding my goals and being aware of striving for progress and not perfection, has taught me ideas of self-awareness. Additionally, classes like theology and sociology are accepting of allowing my views to be voiced and to be introspective of ideas and principles.

In my Spanish 211 class, we talk about sustainability and self-awareness frequently.

In my Spanish 211 class with Professor Flaherty-Gonzalez, she was always very clear about how we had the opportunity to help make an impact in Spanish-speaking areas/countries because as Americans we typically have more resources available to us. In my Intro to Justice and Peace Studies course this semester with Professor Klein, from the very start of class when we were doing the traditional introductions and ice breakers, he made it very clear that he was aware of his own privilege as a white, middle-aged, well-educated male in today's society, and he encouraged us to also become self-aware of our own privileges to be more considerate of those around us.

In my Spanish and Macro Economics classes my teachers talk about how you should be aware of current things going on in the world around us and how they affect us

In one of my classes, we talked about different earning potentials due to differing factors. Some of these factors I had not considered before.

In Philosophy 115, much of the thought was centered on behavior and why we should do the things we do (i.e. what constitutes true happiness, how should we view our self-interest in comparison to others', etc.)

In the first Philosophy we spent two class periods, at least, talking about the idea of "knowing thyself"

In tougher courses, you must be aware of your knowledge level about a subject and go get help when you need it or are struggling.

Indians in Unexpected Places, Theology

Infancy and child psychology

Interpersonal communication, intercultural communications, and family & couple communication.

Intro to Ethics, Philosophy and Theology courses. I am much more self-aware than I was when I entered UST as a freshman.

Intro to Justice and Peace Studies,

Intro to Sociology, General Psychology, Social Psychology, Drug Use and Abuse, Intro to Social Work, English, and Women's Medicine and Biology

I've taken a lot of psychology classes, which make me, really think about how I'm coming off to other people, or how other people are appearing to me. My sustainable psychology class probably made me the most self-aware because it made me consider my very day choice and actions on how they may affect the environment.

Justice and peace

Justice and Peace Studies

Justice and Peace Studies courses; Christian Morality; Philosophy courses; Sociology courses

Justice and Peace, Morality,

Leadership Development- Dr. Diehn

Leadership Development taught by Professor Diehn

Leadership, Religion, Workplace (THEO 400 level); Ethics; History of Psychology in Context (psych major capstone)

Literature looks at Medicine, Philosophy, Theology

Lul to this question

Mainly liberal arts classes. Specifically Philosophy stands out.

Management

Management

Management

Management

Management

Management 305 with Prof. David Hirschey and English courses with Dr. Todd Lawrence.

Management and Organizational Behavior and Justice and Peace Studies

Management taught a lot about professionalism, self-monitoring, etc. Christian Morality taught mindfulness Philosophy taught me about me

Management, Business Law, Business Ethics, Ethics, Theology, Marketing

Management, Econ, theology

Management: being able to adequately balance workloads with personal life, how to lead and manage others based World Music: understanding your own background and also interpreting others' Philosophy: ethics of situations, your point of view along with the points of view of others Theology: your own thoughts and opinions on religious topics and ideas

Management: Self-awareness of personality, impact in the workplace, leadership style, etc.

Management; Race, Gender, Sexuality, and Language (English Class)Spanish Classes; Ethics Class; Philosophy Classes; Theology Classes

Managerial and Organizational Behavior

Many English classes (Existentialism in America, Baldwin, etc.) and many Philosophy courses examine the concept of self and our frame of reference in some form or another

Many of the psychology courses do teach you about self-awareness and understanding your surroundings. After all, psychology focuses heavily on why people do the things they do.

Marriage and Family, Abnormal Psychology, Social Psychology, English Existential America

Marriage and Family, Org Development, Strategic Management

Math courses sort of because you need to know and recognize what you know and don't know

Maybe ethics, or human geography, or theology. Probably none of the engineering classes, except when we talk about engineering ethics.

Maybe Philosophy, Theology.

Meditation and Yoga (Stress Management). Understanding what your body is going through when outside stimuli are applied to it (Physiology/Exercise Physiology).

Methods in Art History, History 110, Ethics

Mgmt 305

MGMT305 (intro)PSYC 111 (intro)PSYC 288 (Marriage and Family)

mindfulness and self-awareness exercises in my psychopathology course

Morality/Philosophy, Theology of Justice and Peace, Cognition

Most likely classes in the field of psychology, sociology, education, or the arts.

Most of my classes at UST teach me self-awareness

Most of my Education courses often teach some form of self-awareness, because, in education, a teacher must be aware of themselves and their students/others in their school in order to be an effective educator.

Most of my political science courses, specifically when we engage in discussion surrounding sensitive topics. We have to be open but respectful of all different views and perspectives.

Most Psychology courses.

Mostly learning about the effects of global warming (not sure, if that is what you are asking) in geology.

My biology of sustainability course.

My Business Ethics courses made me question some of the business practices I may one day be in charge of and what is important to my values when considering future employment.

My Catholic Studies classes are particularly good at examining human behavior and how it is impacted by various causes. In philosophy as well, I have learned a good deal about my own views, why I think the way I do, and why others might think differently. These two areas of study have done a good job teaching me a certain level of self-awareness.

my communications class this semester is having a do a 360 evaluation so we get to know and hear about ourselves through people that know us best. my Management class last semester stressed that everyone had a good understanding of ones values and morals

My English 112 class

My English 121 course does involve self-awareness topics and discussions, because it is the international students section. (It does not really 'teach' self-awareness, as it focuses on culture identity and such).

My English class last semester made me think about how my background changed how I looked at certain scenarios.

My english class taught me that I carry with me subconscious, unintentional biases.

My ethics course this past j-term taught us how to interpret when our actions may or may not be "right" and how to be a better critical thinker when deciding what is right and wrong. I've also taken biology courses that have taught us to be more self-aware in the things we do that impact the world and environment.

My Intro to Criminal Justice and Crime and Delinquency professor taught me to be aware of my privileges as a white woman, and some of my psychology classes help me understand myself while learning about the brain and behavior.

My justice and peace classes most definitely teach self-awareness. We talk about people's social location, meaning their history and what their life experiences have consisted of and how that will affect our day-to-day interactions.

My management class I took had a lot to do with leadership and how we as people can lead other best. We did a lot of self-assessments in order to determine our own strengths and weaknesses so that we can use our strengths to be a good leader and manager.

My music history and lit class, and actually many of my music classes

My Music of Film class I took over J-term talked a lot of about political and social awareness and how our backgrounds might shape how we look at films.

My philosophy and theology classes have aspects of self-awareness

My philosophy and theology classes in particular focused on this, but not many of my other classes.

My philosophy class has presented situations of moral dilemmas which show us the impact of our decisions

My philosophy class right now is really making me think about why I do what I do, and why I hold the opinions, I do.

My philosophy, theology, and English classes all talked about self-awareness or promoted thought about how someone interacted in the world around them.

My political science and theology classes.

My Psychology class today went over how we need to be critically thinking at ALL times in order to earn fully

My Psychology class did

My psychology class, Psychology of Women. Two of my Spanish classes mentioned the topic briefly, in relation to what was going on in the world, and my Intro to Ethics class taught self-awareness.

My psychology courses along with other courses such as Family and Couple communication, Faith and Values: Wrestling God, Diverse Learners and Families, The Search for Happiness etc.

My sociology classes

My Theo and ethics classes generally encouraged self-reflection in the essay assignments. There's not much time for self-awareness in math classes though.

My theology class

My theology professor just specifically emphasized that we take into account how other people may feel towards our actions in class which causes you to reflect upon yourself

My theology with doctor Boyle and my philosophy with doctor Coulter. I have taken philosophy all throughout high school and I believe that philosophy is essential for teaching self-awareness.

No

No

No

no

No

No

no

No

No

No

No.

none

None

None available

nope

Not many.

Not off the top of my head, no.

Not really

Not really any.

Not really. Maybe in a couple of my sociology or psychology classes.

not that I remember specifically

Noticing religious viewpoints that may be different than mine Inquiring about others and not just focusing on myself Team building utilizing strengths and weaknesses of those in my group

Operational Management - personality quizzesTheologyPhilosophy

Operations Management and most of the required Human Resource classes/Management classes.

Personality theories, Psychology of Marriage and Family, Philosophy of Ethics

Persuasion, interpersonal, and intercultural classes in the COJO department encourage me to think logically and consider the impact of my choices. Theology courses teach me to examine self-identity and self-purpose

PHED 101: Yoga for Therapy

Phil

Phil 115 & 215, Theo 424 (human diversity requirement), ENGR 480/1 (senior design clinic).

PHIL 214 (Introductory Ethics); MGMT 305 (Management & Organizational Behavior); BETH 301 (Business Ethics)

Phil 215 - Ethics places an emphasis on understanding who you are, your place in the world, and the ramifications of all your actions

PHIL 215 (Ethics)

PHIL115ARTH110

Philosophy

Philosophy

Philosophy

Philosophy

philosophy

Philosophy

Philosophy

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philosophy

Philosophy

Philosophy

Philosophy

Philosophy (Ethics), Literature, Theology, Management

Philosophy 101, Catholic Studies 101: The Search For Happiness, Theology 101

Philosophy 101, many psychology classes, CISC440: artificial intelligence and robotics

Philosophy 115

Philosophy 115 General Psych 111 Social Psych 121

Philosophy 214-Ethics and Theo 215- Christian Morality, were two classes that have made the most impact on me. They both forced me to reflect on my character every single class meeting, but also forced me to consider all sides of various scenarios. When I say forced, I do not mean yelled at and scolded if not done, but rather a good kind of "force". I am so very happy I took those two classes here at St. Thomas. I do have to say, all but one of my professors so far have been EXTREMELY influential as well as being a part of the lacrosse team. I've been presented with perfect role models.

Philosophy and Ethics related classes teach students to be aware of others' decisions and how our decisions affect others

Philosophy and religion.

Philosophy and theology

philosophy and theology

Philosophy and Theology

Philosophy and Theology.

Philosophy classes, some theology classes, my geography class

Philosophy courses

Philosophy courses.

Philosophy History

Philosophy of Human Behavior, Liturgical Choir, Voice Lessons, Psychology

Philosophy of the Human Person

Philosophy of the human person was excellent for this in making people think about not who they are in a fluffy, artistic way, but instead in a morally deep and absolute way. It makes students consider their creation, existence, dignity, and value of the human person.

Philosophy of the human person, Theology 101

Philosophy of the Human Person. Intro to Psychology. Catholic Studies Search for Happiness.

Intro to Pastoral Ministry. etc.

Philosophy of the Human Person Epistemology Contemporary Philosophy

Philosophy Sociology

philosophy sociology

Philosophy was good at bringing up self-awareness. I just started the Entrepreneurial class this week and the teacher seems to have an emphasis on self-awareness as well.

Philosophy, both required. I have taken Psych classes that also do, and most if not all my environmental studies classes make you very self-aware.

Philosophy, Business Ethics

Philosophy, economics, theology

Philosophy, English , music history

Philosophy, English courses where there is open ended writing, theology

Philosophy, English, art, human geography

philosophy, English, Theology

Philosophy, maybe some theology, a few other social science classes that teach critical thinking which isn't exactly self-awareness, but it touches on some similar topics

Philosophy, Psychology, Business 200

philosophy, sociology

Philosophy, some of my finance classes, my theology class Christian theology, marketing.

Philosophy, Theology

PHILOSOPHY, theology

philosophy, theology, econ

Philosophy, Theology, Psychology

Philosophy, theology, psychology, political science, chemistry, biology, history, geography.

Philosophy, which I took recently with Dr. Coulter, did a fantastic job of making me think about my viewpoints and why I have them.

Philosophy English Calc 3 with Dr. Gloveretc

Philosophy Personal health

PhilosophyTheology

Philosophy Theology Materials

Philosophy

Piano Performance Lessons - Dr. Cornett-Murtada

Positive psych Social problems

Presentations Speaking in class Debates Surveys

Professional Development- MSA programTheology: Christian Morality

Professors teach and when things start to make sense than one-question things and question themselves, making them self-aware. Health, in general, is self-awareness.

Psychology

Psychology

Psychology

psychology , business ethic ..etc..

Psychology 111

Psychology and wellness. Theology from a spiritual standpoint and I would argue certain Biology classes as well.

Psychology classes

Psychology courses

Psychology courses

Psychology courses

Psychology courses (PSYC 111, 401) Neuroscience courses (NSCI 398) Theology (THEO 101, 240)

Psychology Ethics Stress-Management

Psychology has caused me to be a bit more aware of my actions and what may be causing them

Psychology- my own reaction, cause and effect of events and behavior/response Biology- scientifically why I am the way that I am

Psychology of women, race and ethnicity, and ethics

Psychology, a little bit in Theology and Philosophy

Psychology, philosophy

Psychology, Philosophy, Catholic Studies

Psychology, philosophy, theology

Psychology, Sociology, Theology

Psychopathology and my last Theology course (intercultural and interreligious dialogue)

Psychopathology Race/Gender/Sexuality & Language Biology of sustainability

Psychopathology, brain and human behavior, psych of marriage and family, family studies 200

Psychopathology, history of psych in context, ethics

Psychopathology, Mindfulness Meditation, Theology of Justice and Peace

Psychopathology, Psych of infancy and childhood, intro to Psych

Race, Gender and Sexuality in Language

Race, Gender, Sexuality & Language (ENGL 204)

reflection assignments on our thoughts and feelings

Religion and Politics course (the history of Islam), yoga for stress management, and all my Geology classes (climate change, the environment around us....)

ROTC class have taught be to be aware when I am acting around others. My history and philosophy class have done the same thing

Saved by Hope (Engl. 203), New Testament (Theo), and Ethics (Phil).

Slavery in the Americas, Self and Society, Intro to Sociology, Intro to Psychology, Introductory Ethics, History of the American Revolution, Modern United States History in a Global Perspective, Early American History in a Global Perspective, Crime and Delinquency

social psychology

Social psychology, motivation and emotion, personal health and wellness, and stress management

Social work field seminar, small client systems and most of the other social work classes offered.

Social Work Junior and Senior Field Work courses SOWK Group Work Skills SOWK Human Behavior and the Social Environment SOWK Social Policy for Social Change Large and Small Client Generalist Practice Courses in Social Work SOWK Communication and Interviewing Skills
 Sociology
 Sociology
 Sociology
 Sociology
 Sociology is a good class for this, along with my Political Science class and English class.
 Sociology Theology First Leading and Serving Health
 Sociology, English
 Sociology, Philosophy, psychology
 Sociology, Theology, Health and Wellness, and biology
 Sociology, theology, philosophy
 Some management courses and my ethics course talked about Locus of Control, that's probably the closest we've come.
 Some, remind us to take cares of ourselves around finals week.
 Something like philosophy, where you have to think about questions as they pertain to you as a person...
 Spanish: Because it is, a culture based class, I become very aware and learn how my culture affects situations with people of other cultures.
 Strategic communication and sports and social justice
 Strategic finance - must constantly be aware of faults and weakness while assessing failure.
 Stress management, philosophy, personal health and wellness
 Study habits, stay on top of your work, deadlines
 Systematic Theology, Ethics
 Teacher education classes
 Teachers often say to take account for your own work and stay on top of deadlines, etc.
 Test taking of how much time spent studying and participation in classes
 The jousting tournament of 1645
 The Psychology Capstone course with Dr. Bremner just started, but we've already discussed the importance of being aware of our own biases and how these might cloud our judgments at time if we're not careful. Instead, we have to think critically and challenge ourselves to be skeptical.
 THEO 101
 THEO 215 Christian Morality, Philosophy 115, ENTR 470 Sustainability
 THEO 431 - Women in the Early Church with Dr. Myers THEO 200-level New Testament with Dr. Wilson
 Theo English philosophy COJO 220
 Theologies, Philosophies, English, COJO, Sociology
 Theology
 Theology
 Theology

Theology

Theology

Theology - World Religions

Theology 461 was the best experience in self-awareness. Philosophy 214 was a good experience as well.

Theology and Ethics, maybe English

Theology and philosophy

Theology classes, Philosophy/ethics classes, English classes

theology english

Theology had discussions that occasionally related to self-awareness.

Theology had the class ask and answer large life questions and how they affected us

Theology invited you to look at your own beliefs and your place

Theology of Justice and Peace Health Psychology Cognition Ethics Psychology of Marriage and Family General Psychology

Theology Psychology

Theology, English courses, Labs teach you to manage your own performance and that of others in a semi-professional environment

Theology, History

Theology, philosophy

theology, philosophy, and other humanities. but also some of the higher up engineering classes

Theology, Philosophy, English

Theology, Philosophy, English, Honors Courses

Theology, Philosophy, Ethics

Theology, philosophy, world music, entrepreneurial careers in music

Theology, sociology, and criminal justice classes.

Theology, some psych classes

Theo Phil

Woman and Man Metaphysics Epistemology Christian Faith and Management

women's studies, justice and peace studies, race gender and sexual english course

Women's Studies, Family Studies, Biology 209, Ecology, Ethics, Logic, Christian Morality,

Biology of Emerging infectious diseases, Global health, Consumer Community and Environmental Health

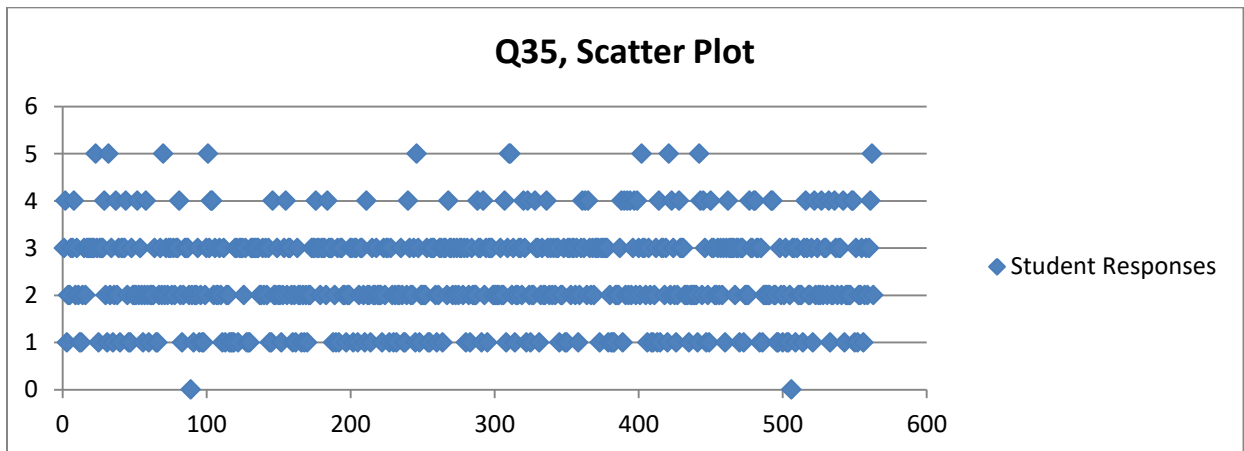
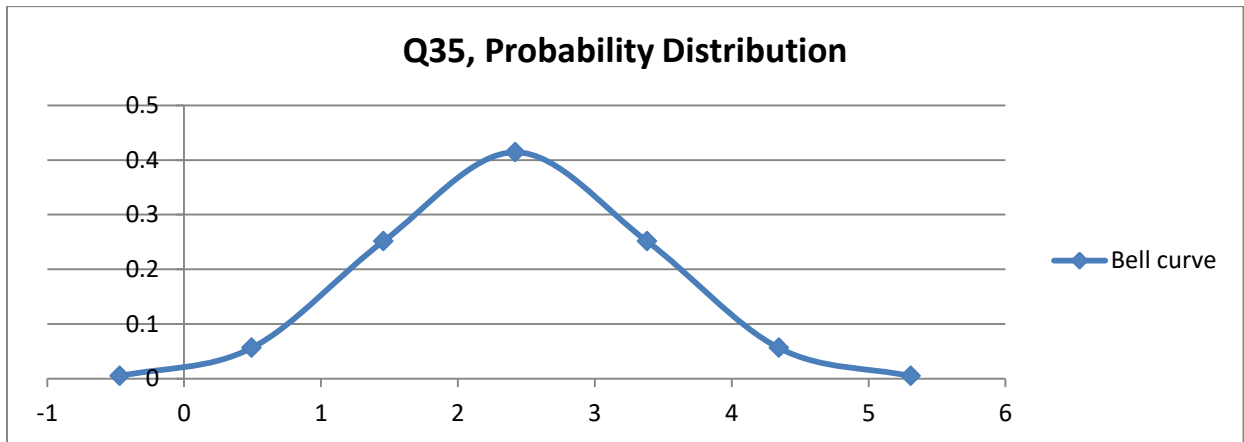
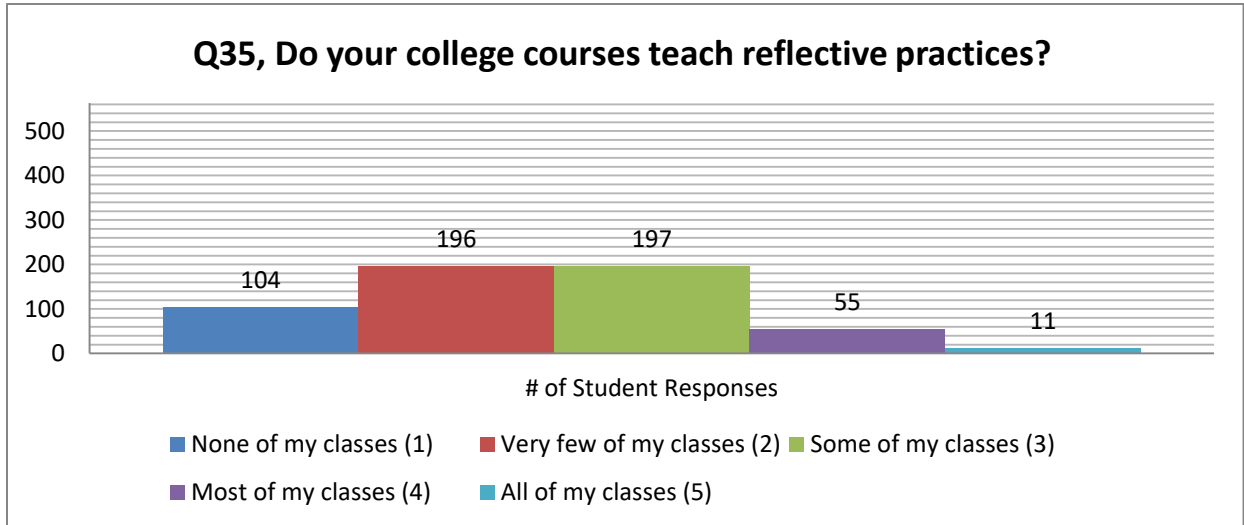
Yoga for Therapy

Yoga, Christian morality , psychology

Note. N = 430.

Appendix DD

Question 35 Histogram, probability distribution & scatter plot



Appendix EE

Question 36, Essay responses: can you provide any examples of classes that teach or encourage reflective practices?

400 level theology and professional selling

A few of my education classes- how and why we are teaching the way we do, but not necessarily personal

A lot of my biology classes encouraged journaling in order to better understand the material. In Principles of Neuroscience, we did a little bit of work with meditation.

A lot of reflective writing on creative pieces... what inspired it, what I changed and edited.

-A person came in to talk to my psychology class about mindfulness and meditation-Journaled in my theology and english class

Again, a management course I am taking has a required journal where we have to reflect on so many lessons a month that impacted us.

Again, creative writing classes and a lot of english classes in general encourage reflection both on the self and on writing, which is usually personal in nature.

Again, within some of my major courses we have talked about meditation as a tool

All my upper level classes regarding my major

All of my history courses, all of my philosophy courses, all of my sociology courses, the one psychology class that I took, and all of the theology classes that I've taken

All of my SOWK include reflective practices

All social work courses

Almost all classes require journals

Also band

Also, in my communications and journalism classes I am taught to review my work, and then review my work with an outside mindset to see how everyone else may view the work and if that is how it should be presented/received.

An honors seminar about meditation so I learned quite a bit in that class

Art history

Art History, Theology

ARTH115

Auditing

Band, english

Biology, my Business Calculus class actually had us do a full paper on how calculus helps in the business world, Philosophy, any of my english courses...I would say basically all of them.

Bodying Shakespeare with Muse--journaling, daily summary, etc.

Business Ethics Theology Ethics CISC

BUSN 200

BUSN200

BUSN200, lots of reflection on different volunteering opportunities that we had
 Catholic Literary Tradition, Catholic Vision, Catholic Social Teaching, Search for Happiness
 Catholic Studies
 Catholic Studies
 Catholic studies classes are ones that encourage prayer in and outside of the classroom.
 Catholic Studies, but limited. My experience with mindfulness has come by my own seeking it out.
 Chem lab caused me to reflect on why and how certain things were happening, rather than just declaring a reaction occurred.
 Chemistry 111
 Chemistry, Theology
 Choir
 Christian Marriage and my Theo 101 - Professor Spencer really emphasizes mindfulness and if I had not had her for two of my theology classes I would not have been aware of such a thing
 Christian Marriage had a heavy emphasis, Interpersonal Comm we meditated
 Christian Marriage Family and Couple Communication Cognition
 Christian morality, philosophy of ethics, human physiology, both english courses I took (can't remember)
 Classes where we shared our reactions to the topic: Theology, Business classes, etc.
 Classes where you write responses. Like English and sometimes history
 Cojo
 Communications, English, Poetry, Art History, and Ethics
 contemplative practices seminar
 Contemporary Philosophy
 Diverse families and learners, education psych (pretty much all of my education classes)
 Don't have any, maybe Sociology
 Dr. Hill was good at this
 During my j-terns which were study abroad courses we had to journal and reflect
 EDUC 210, EDUC 329
 Education
 Education courses encourage reflectiveness in becoming a more effective teacher, and I've had journal assignments in psychology courses.
 ENGL 203 ((I'm)Perfect Worlds)
 English
 English
 English
 English
 English
 English
 English
 English

English
English
English 101
English 121, 208, Philosophy 115
English 204 Race/Gender/Sexuality
English and Philosophy
English and philosophy are the best examples of classes, which teach/encourage reflective practices.
English class, reflective journaling
English classes
English classes
English classes often make us reflect on readings we have done. And through that, I usually end up reflecting on why my opinion is what it is etc..
English classes, philosophy.
English courses.
English had us writing and reflecting on different things. Same with marketing.
English with Mrs. Cisewski, Human Physiology, and Lifelong Stress Management.
English with Salvatore Pane about video games, psychology, philosophy
English, German, Philosophy
English, history
English, philosophy
English, Philosophy, Theology
English, psychology , yoga
English, reflecting on poems and how they relate to you
english, Theo
English: Reflecting on texts. Theology: Reflecting on religious ideas
ENGLPSYCHOLOGY
ENTR 350
Ethics
Ethics, must challenge your emotional response with logic and rational in order to improve actions
Ethics Psychology Theology Stress-Management
exercises in my "learning and memory" course as well as in my psychopathology course
Family Literature
Frequent response/ reflect on images, visuals and how we think and learn new concepts
GERM 311 Service Learning with the GAI, we had to reflect on the work that we did with our interview partner
Going back through work to see how you can improve your writing or reflecting on your own beliefs
Group work and encouragement, promoting mindfulness in and out of the classroom
Health

Health 258

Health and Wellness and Sociology

Health psychology, into to justice and peace, english: gangsters, geeks, and spies, philosophy

Health Psychology Brain and Human Behavior Psychology of Marriage and Family Biology of Sustainability

Heath psychology

History, Business 200, and English.

Honors Contemplative Practices Seminar Creative Writing—wrote a reflection paper about growth from beginning to end of course

HR, Theology

I have meditated several times with Dr. Brendel of the Psychology department

I just went on an English study abroad that required journaling. I had a different business class that required journaling every day.

I really can't think of any.

I see my STEM courses as reflective because from taking them, I've learned the importance of reviewing and reflecting on a topic a little each day, and that helps me remember the material better. In terms of reflective behavior, I see my psych class as a way to reflect as to why I unintentionally reacted or said something in the past in result of a certain situation. It makes me consider myself, and reflect.

I took a theology class where we did some meditation each class.

I took an art history class where the professor did a guided meditation. And then we had to stare at a painting for 15 minutes and reflect on it.

I've written some papers that ask us to reflect on certain aspects of class or things we have read or discussed in class

I'm only into my 3rd class in geology and have not participated in any of the liberal Ed courses from the core curriculum

I'm sure there were but I can't think of any.

Improvisation & mental health

In a theology course I took, we began the lecture with a 5-10min meditation/mindfulness. I also learned about meditation and mindfulness in psychology.

In many of my classes, past and current we review our work in class and are encouraged to reflect upon it.

In my chemistry class my professor takes 30 seconds of silence at the beginning of the class period for self-reflection, getting mentally focused for the class, or whatever else you may want to use the time for

In my English 121 class with Professor Juan Li, we practiced a lot of that by asking yourself what was home for us and how language can affect the consciousness of our identity and our behavior.

In my English classes, we're encouraged to keep a small notebook with us to note down interesting situations, quotes, or thoughts that may occur to us to reflect on or write about later.

Infant and child psychology

intensive writing course, critical thinking 121

Intro Management and International Marketing courses suggested journaling. The Theology course of Islam should also be highly reflective.

Intro to Justice and Peace Studies, Christian Theo Tradition, Public Policy and Advocacy, Upper Level German

Intro to Pastoral Education. Intro to Psychology. Metaphysics. Ethics.

Introduction To Art History provided time to reflect/journal about art and how it was connected with one's self.

journaling in most classes or short papers of reflection

journal reflections on reading assignments in classes. Mindfulness meditation during class times.

Journaling

Journaling - Art History Religious viewpoint reflections - Theology and Biology seminar

Journaling for most classes

Journalism and History

Journalism classes

Journals

Junior Fieldwork Seminar (Social Work) Communication and Interviewing Skills (Social Work)

Just my English class where she made us reflect our reading and writing styles

Justice and peace

Justice and Peace; Theology; Philosophy

Last time I was assigned to reflect on myself through my paper, my professor gave me a 30 points out of 100 because he didn't like me being honest on the assignment!!!!

Leadership Development

Leadership Development by Professor Diehn

Leadership, Religion, Workplace; Positive Psychology

Learning and Memory Psychology

Learning and Memory, Cognition and psychopathology

Lifelong stress management we looked at how we think of and approach situations and different mindsets

Literature, Theology, Philosophy

Liturgical choir

Liturgical choir helps grow in faith and community

Looking at what you could have done diff. to study

Lul to this question too

management, Marketing, Theology, English

Management

Management

Management & philosophy: journaling Theology: reflecting on actions at the end of the day

Management 305 Marketing Research Personal Selling Interactive Marketing Consumer

Behavior

Management Course

Management, Philosophy (Ethics), Literature

Many of my classes have had reflective aspects/assignments

Math Stats

Maybe English classes

Maybe Sociology and Psychology? But I have never had it happen, except with required journals/notes on things. But that is more of an assignment, instead of a "reflective" practice.

Mediation

Meditation/Yoga (Stress Management)

MGMT-Leadership Development

Mindful meditation & self-care

Moral Theology, English (both of them), Anatomy, Psychopathology, and Theology 101

Morality

More Psychology courses and some Health classes

most classes are about the course work and strict boring papers. some Theo or really great english classes like my medical narrative course have reflections or opinionated projects

Most classes are journaling about something I have read and how I connect to it.

Most classes have us reflect on work we have done for the class, specifically papers.

Most classes I write papers about how something affects me and how I effect other things

Most if not all of the Psychology courses.

Most of my psych classes

mostly humanities like THEO and PHIL

Music classes

Music theory

My Catholic Studies 301 class with Dr. Klein included some assignments that required self-reflection.

My Catholic Studies class was fantastic for teaching the absolute power in prayer.

my communication class is having us look into our self and find our own brand, strengths and weaknesses

My education courses: Ed's Place in Society, Psych of Teaching and Learning, Secondary Music Methods

My English 121 course (international section), on my own cultural identity experience. My Theology 101 course (international section), on Christian virtues and my own culture.

My English class 121 has an objective of reflection.

My English class had us write in a journal.

My English courses were best about self-reflection.

My English courses, especially Intro to Imaginative Writing

My first Computer Science course taught how to solve complex problems Christian Morality taught me mindfulness Philosophy taught me how to think about myself

My management class also had a journaling portion

My Manufacturing Lab requires us to report what we did/learned after each lab. Again, my Christian Morality class caused us to reflect in papers and such. Many of the core classes

require this too.

My Marketing professor and advisor during my study abroad in London on the London Business Study abroad program, Dr. Rexeisen, encouraged us to journal so we could understand our personal growth. We did many activities that encouraged self-reflection also, like building a resume specifically around our study abroad experiences.

My math teacher told us to give a quick review of our notes before we go to bed so that we can dream about math.

my music classes (e.g. music theory)

My Psychology class

My public speaking course required a written reflection after every speech. My biology class requires a reflection every Friday.

My theology 101

My theology 101 course we participated in meditation before class every day, which I really liked. My marketing research class has us be mindful of our environmental footprint, and my principles of marketing class we kept personal journals as a requirement.

My theology class

My theology class my freshman year with Dr. Bushlack. We meditated before the start of class.

My theology professor has students free write prior to class, these free writes can be related or unrelated to the course content. As well as my English class, which prepares my mind to step into the environment openly and aware, and reflect on a number of personal and academic ideas.

n/a

n/a

N/A

N/A

N/a

N/A

N/A

n/a

N/A

N/A

NA

New Testament, Saved by Hope, Woman and Man (Cath), Latin

No

No

no

No

No

No

no

no
No
No
No
no
No
No
no
No
No, I cannot.
No.
No.
None
None
None
None
None, I learned from football
None.
None. They talked about the world around us but not really self-reflective.
nope
nope
Nope.
Not many.
Not really
Not really but that's not a college course's job that'd be part of the Wellness Center or the therapists on campus.
Not yet, but I'm only a freshman so I might not have been here long enough to be exposed to those classes.
Now in Philosophy we are starting to drive into that subject.
Nutrition, philosophy, stress management, psychology
Once again, my psychology classes have all taught me reflective practices because they have all at some point or another made me take a step back and look at what I'm doing or how I'm acting.
One of my justice and peace studies class on Latin American revolutions and social justice.
One of my Theo classes suggested it
Organizational And Employee Development
PHED 101: Yoga for Therapy
Philosophy
Philosophy
philosophy
Philosophy

philosophy
 Philosophy
 Philosophy
 Philosophy
 Philosophy
 Philosophy 101, Catholic Studies 101: The Search for Happiness, English 121: Critical Thinking: Lit/Writing
 Philosophy 214Digital marketing
 Philosophy and theology
 Philosophy and theology
 Philosophy and Theology
 Philosophy and theology classes
 Philosophy and Theology making me think about the "big questions".
 Philosophy courses
 Philosophy of the Human Person
 Philosophy taught me to reflect on my progress in my actions throughout the semester
 Philosophy,
 Philosophy, English critical thinking
 Philosophy, some theology, while studying abroad I took a course in Buddhism which taught mindfulness and meditation which has been helpful personally to me
 Philosophy, Theo
 Philosophy, theology
 Philosophy, theology and English classes: reflect on my life or why humans act the way they do
 Philosophy, Theology, Sociology
 PhilosophyTheology
 Piano lessons (Dr. Cornett)
 Piano Performance Lessons - Dr. Cornett-Murtada
 Positive psych
 PSYC 288 (Marriage and family)PSYC 301 PsychopathologyPSYC 308 Motivation and Emotion All required to keep reflective logs about personal experience and class material
 PSYC 401
 Psych of Learning and Memory and other psych classes, Interpersonal Communication
 Psych of marriage and family, brain and human behavior, psychopathology
 Psych of marriage and family, Theo and the Environment, Leadership for Social Justice, Psychopathology.
 Psychology
 Psychology
 Psychology
 Psychology and English
 Psychology and I have kept journals for some other courses
 psychology classes

Psychology of Family and Marriage

Psychology of marriage and family, anatomy of violence, sociology

Psychology touched on the importance of mindfulness and meditation briefly.

Psychology, biology

Psychology, theology.

Psychopathology Race/gender/sexuality & language

Psychopathology, Mindfulness Meditation

Public Speaking

Race, Gender and Sexuality in Language

Race, Gender, Language, and Sexuality(English Class)

Race, Gender, Sexuality & Language (ENGL 204)

race/gender/sexuality english has minute of meditation at the beginning of each class

read a lot of cases that help to encourage reflective practices

Recurring Journals Summary of class Reviews of material

Reflection on writing and reading using papers and discussion posts, mindfulness practices at the beginning of class

Reflection papers

Several of my psychology classes have required reflective thinking through the use of weekly or daily journals and reflective writing assignments. Examples of classes include Psychology of Marriage and Family and Motivation and Emotion.

Soc Entrepreneurship

Social Work Field Seminar

Social work field seminar, Theo 490

Sociology classes frequently assign written reflective pieces that ask us to critically digest, analyze, and personally relate academic material to our own lives.

Sociology Research Methods, Psychology For Sustainability, General Psychology

Sociology, English, Biology, Theology, Philosophy

Some of my classes require reflection on readings that also incorporates some of my own personal experiences into my writing.

Some of my professors have ended classes on important reflection questions and asked us to consider what we may do in a certain situation.

Some professors have asked me to grade a project and reflect on the grade before turning it in Spanish

Strategic communication and sports and social justice classes

Stress management

Stress management

Stress management

Study abroad classes

study abroad courses English

Studying abroad, we had to write a journal on how we felt about certain things and what we did.

Studying what it means to be human in philosophy, writing essays about my beliefs and opinions in English and philosophy, and empathizing with different types of needs for different people in economics.

the fall of the most recent king

The others listed and Music Theory

The Qur'an and Bible theology class

The two philosophy courses do and my entrepreneurship classes place a strong emphasis on self-reflection

THEO 101

THEO 101 with Gavriluk had some reflective practices. Any class that requires paper drafts is encouraging reflective practices if I understand the question properly.

Theology

Theology

Theology

Theology

Theology

Theology

Theology

Theology

Theology (Christian Morality)

Theology 101

Theology 101 General Psych 111

Theology and interpersonal communication and psychology

Theology and Management And Organizational Behavior.

Theology and Philosophy

Theology and Philosophy

Theology classes, philosophy classes, CISC350 information security

Theology courses

Theology had a different prayer style every week and one was meditation as well as journaling

Theology Management

Theology of Justice and Peace, Theology of Death and After Life, Psychopathology, and Social Psychology

theology, english

Theology, English

Theology, English, Business Ethics

Theology, English, Philosophy, History, Active Nonviolence, Management

Theology, History, Philosophy

Theology, philosophy

theology, philosophy

Theology, Philosophy

Theology, Philosophy, English

Theology, Philosophy, English

Theology, philosophy, management, audit.

Theology, psychology, and philosophy at times.

Theology, psychology, philosophy.

Theology, Sociology

Theology/Philosophy

Theology English Class

Theology History English

They only encourage reflective practices when doing homework or reading. Music 115 did this

They tell us to reflect on readings in our writings, whether this does anything for most other students, I am unsure, personally, I typically do not find any merit in these practices, as I feel I understand myself fairly well to begin with.

Travel and transformation

we kept a journal in psychology of marriage and family

Women's Studies, Ethics

Writing courses

Writing cover letters for English

Writing intensive courses, psychology courses.

Writing to Learn Classes encourage journaling.

Writing to Learn courses (categorized by UST's Writing Across the Curriculum requirements) often encourage journaling and/or free writes.

Yoga for stress management, leadership and Ethics, History 113, 300 level English

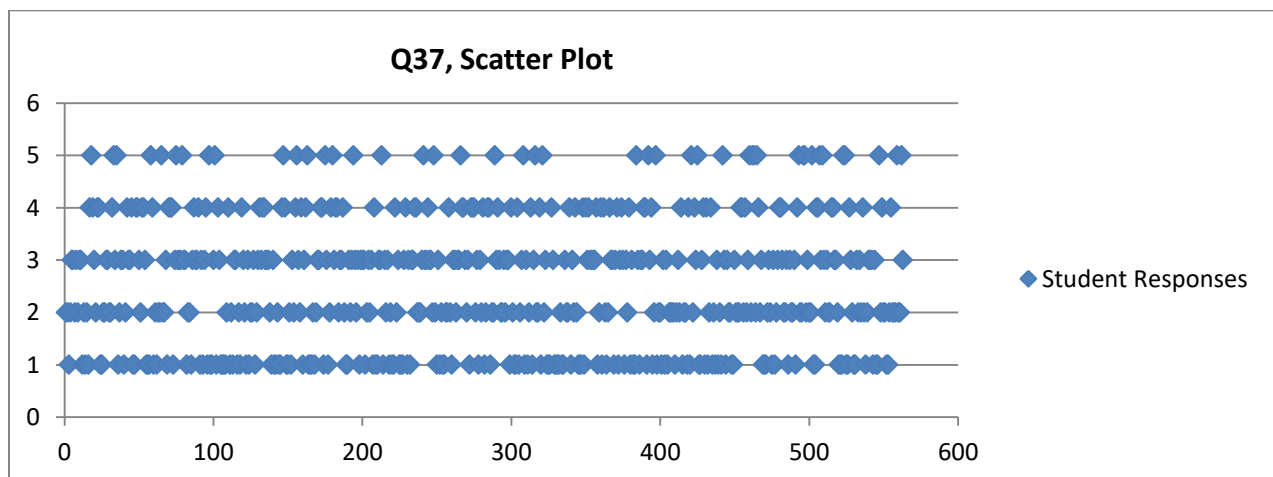
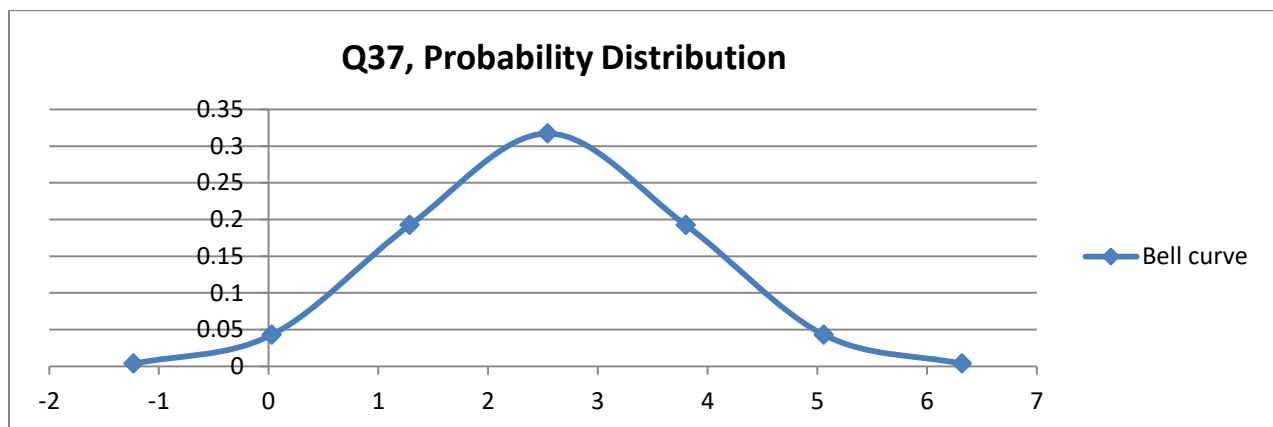
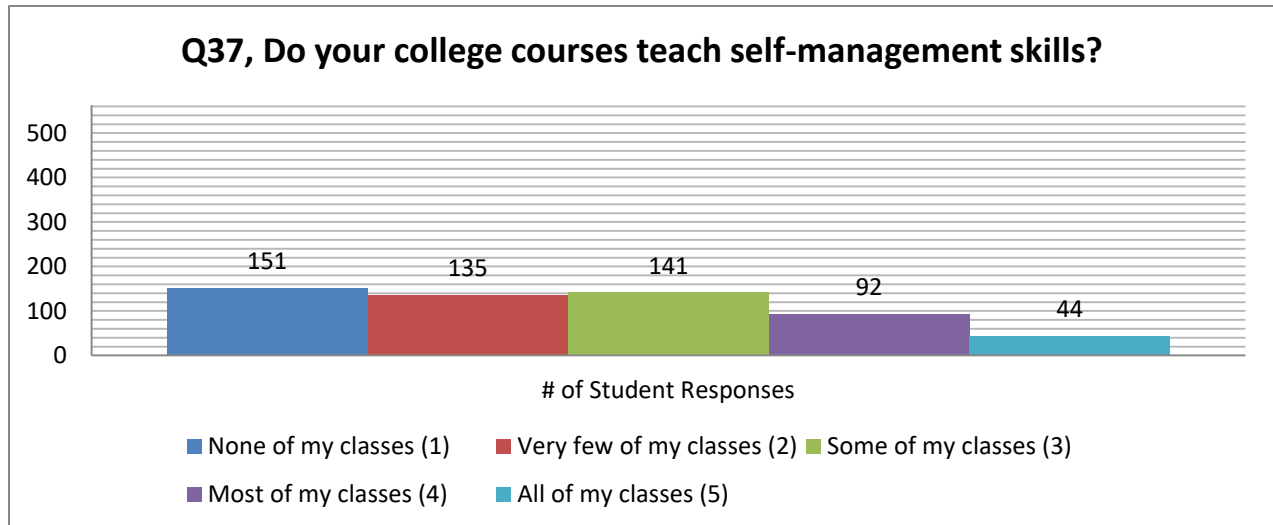
Yoga for Therapy (PHED101)

Yoga for Therapy, Music lessons

Note. N = 399.

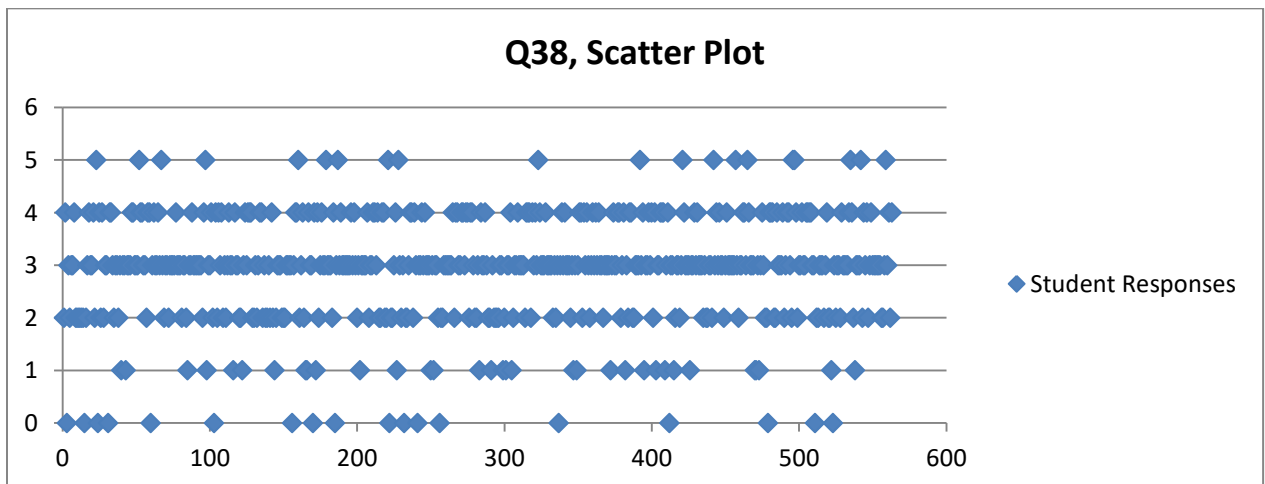
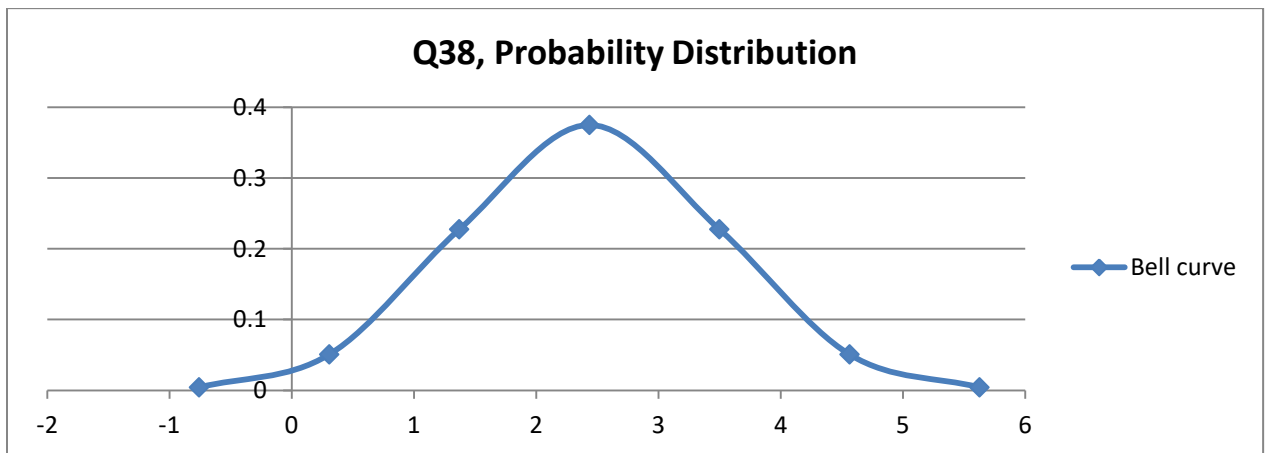
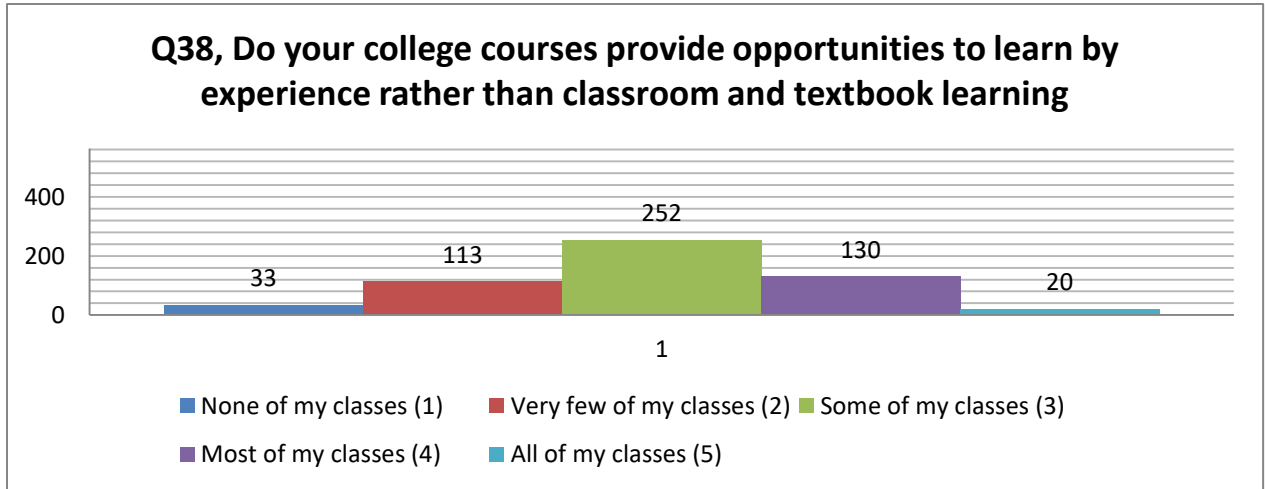
Appendix FF

Question 37 Histogram, probability distribution & scatter plot



Appendix GG

Question 38 Histogram, probability distribution & scatter plot



Appendix HH

Qualitative Interview Transcript, Interview One

Nicole: Hello, is _____ there?

Respondent: Yes, this is she.

Nicole: Hi, _____, this is Nicole Zwieg Daly with the dissertation research. How are you?

Respondent: Hi, I am good.

Nicole: Thank you for taking the time to chat with me on the phone today. I wanted to thank you for initially taking my online survey a few weeks ago. I really appreciate your response. And, thank you for volunteering to be interviewed as follow up to my survey. Three quick housekeeping items:(1) I wanted to remind you once again that everything in this conversation will be kept confidential and your name will not be listed in my research results; (2) I wanted to confirm once again your voluntarily consent via our emails back and forth consenting to this interview process; and, (3) I will be taking notes during our conversation and voice recording our conversation so I have an accurate transcription for my research.

Respondent: You are welcome. No problem.

Nicole: Great. So, let's begin, I have a list of ten questions to ask you. Please answer openly and honestly. There is no right answer. I am simply gathering data from your perspective as an undergraduate student at the University of St. Thomas.

Respondent: Sounds good.

Nicole: Okay, my first question is: can you please describe what self-awareness means to you?

Respondent: Um, okay, self-awareness what that means to me is sort of just what it says. It means just having an understanding of the way you feel. I mean the way not only your physical

body feels but how you feel mentally, psychologically, and spiritually. Pretty much any way you can connect with yourself, just being mindful of yourself whether that is good or bad. And, also, I think it is very intentional so you can kind of neglect self-awareness if you are not thinking about it.

Nicole: Yes. Great. Thank you. May I ask your major, Miranda.

Respondent: Sure. Well, I should have done a research-type major because I really love research. But, I am a communications/journalism and family studies double major. So some psych some sociology with that.

Nicole: Good for you. Okay, question two: can you please describe what social-awareness means to you?

Respondent: Um, kind of similar to self-awareness. Except more of in a social context. It could be awareness in-group settings, two-on-one, one-on-one, pretty much anytime you are with other people. Interacting with them. Being aware of how you are interacting with them. Recognizing some of the meta messages – this is my communications coming out – but, listening to what others’ say and do. Really listening and focusing so you don’t make an automatic judgment.

Nicole: Yes. And, how do you practice social-awareness?

Respondent: Yeah, I think I definitely practice social awareness. Probably, honestly, it could be to a fault for me because sometimes I feel like I am too socially aware and over think things. I am constantly ruminating on how am I acting and how are they receiving it, and it can definitely become too much where I wish I was like less socially aware. I also think it is like understanding how you are impacting other people. It is really good to think about what did I just say, and did it hurt anyone’s feelings. Or, are they happy. And, you want others to be happy. And, also like how

you feel in a social interaction. Like when you are with someone and you don't feel like it is a good interaction for whatever reason and being aware I don't like the way they are making me feel. And, I am either going to do something about it or not. But, at least I am aware of it.

Nicole: Excellent. Thank you. Question four: do you engage in reflection? I mean do you reflect on your behavior. And if so, what do you consider?

Respondent: Yeah, I definitely do engage in reflection about my actions. I would say I journal. I don't journal that much but in high school I journaled all the time. But especially during anxious times and times when I am not sure about what is going on and when I am lonely. I reflect on my journal and try to understand why I am feeling that way. Also, I have been seeing a counselor at St. Thomas, which is like really big for me. Just last semester I started seeing one and that really helped me reflect on my life in a very healthy way. I feel like maybe in the past I wasn't reflecting in a healthy way, and now I really feel that I am. I am recognizing why I feel a certain way without dwelling on it. Also, talking with other people with I really trust, like asking them for their opinion is important to me and something I do a lot.

Nicole: Great. All right, number five: how do you identify and weigh choices in making decisions or taking action?

Respondent: Umm, well something that my mom always says to me is "what is the best possible thing you can do in this situation?" Like think about the best thing, you can do and just do it. So, recently, I have been trying to apply that. So, are you asking when I make any decision? That is hard. I don't know. I guess I weigh my choices out. I am a very thorough person. I definitely weigh each of my options. Like, I always think what would happen if I do this? Sometimes I don't end up doing anything really because I spend so much time thinking about what I could

or should do. So, umm, probably just looking at what are my options are and if my decision will help someone. If it helps someone, I will usually do it.

Nicole: Okay. Great. This may play off a bit of what you just answered but when dealing with difficult situations or conversations, what do you think about and manage in yourself?

Respondent: Definitely I am trying to think about removing myself. In difficult situations I am always thinking like I should calm down. I should step back. In really heated situations where I want to yell or something I just decide to remove myself. And, I tell myself we are not fighting about anything really. I take a break. And, then, I think about is this worth it? Wow, this is a hard question. This is so broad. I am trying to think about a recent interaction I had. Umm, I definitely try to remove myself from the conversation. I try to consider how the other person feels about this situation. I think it is important that I understand other people and why they think this way. Something I have been trying to work on with my boyfriend is really trying to understand what each other is saying and feeling by repeating feelings back to the other. So, like, I would say “what I hear you saying is that you feel...” That makes us understand more about each other.

Nicole: Great. Number seven: do you see any patterns in your behavior, or things you do repeatedly? I will give you an example. Say like is referred to as a “hot head.” So his/her typical response is to get really upset. Do you have any behavioral patterns?

Respondent: Yeah, for sure. I would say part of my behavior is that I definitely overthink things. And, that sometimes I have a tendency to jump to the worst conclusions before something happens. So, like I assume things before they actually happen. And, often my assumptions aren’t validated. So, I am working on just trying to let those assumptions go before I can get all worked up. But for me it is really worrying about things that I don’t need to worry about.

Nicole: Very good. Number eight: do you feel soft skills will be important in your future professional career?

Respondent: Yes, 100% I definitely think so. I have really enjoyed studying them. I think that they should be emphasized more. But, I definitely they are important.

Nicole: Perfect. Number nine: do you feel your undergraduate education is adequately preparing you for future employment?

Respondent: Um, I definitely thinking it is preparing me. I would say though that I am interning right now at a marketing agency. A very big girl job. And, there are just some things you cannot be prepared for with regular school learning. Like how to manage people. I know we have group projects in class, but they really aren't the same. The classroom experience isn't exactly the same as outside the classroom. Like I would say outside the classroom is where I learn the most like living with people and how you should interact with people. You learn a bunch about social interactions. And, I would say I have really great professors but at the end of the day, outside the classroom is where you are really learning. The choices you want to make and what you really value. You are on your own. Learn more about yourself through experience. This is my last year and I am so sad. I am had so much self-discovery this year, but I will just have to keep discovering. So, I do think college does help prepare you, but not 100%. But, when I did your questions online they really interested me because they made me really think about what classes and professors taught me reflection or self-awareness. And, I thought about a few of my professors who are more holistic professors. Those types of professors have made such a difference in my life and my education. I have made a connection with them because they are focusing on my whole person rather than just book content. I think St. Thomas could definitely

implement a lot more. But, I know there are professors just don't care about those sorts of things. I have really lucked out too because I have had more courses that are interpersonal based. It has been so special to have professors that really care and want to help you. Like, they say "I see you in this way." So, to answer your question, yes, I think there could be so much more improvement at St. Thomas but I am definitely blessed with the professors I have had.

Nicole: That is excellent. Yes, I want to answer your question about my study. I will answer it right after this final question. So, final question, when I say the phrase Use of Self, what do you think that means?

Respondent: Hmm, use of self? I guess kind of what you do with yourself. Like your actions, daily things, not just big things. How you value yourself. How you play off your actions and your values in general. I don't know exactly.

Nicole: That is a great answer. Thank you. So, I want to answer your question and tell you more about my research. So, I am in the Organization Development program at UST. And, while I love education and see the value in it. I also recognize that what the real world requires from people is sometimes different than what can be taught in the classroom. Specifically, I believe soft skills like interpersonal communication is absolutely essential for professional success. And, so, Use of Self is really a compilation of the emotional, psychological, cultural, ethical and cognitive knowledge, which drives your behaviors, and understanding that by knowing yourself you can modify your behaviors to have increased positive actions. So, my hypothesis is that undergraduate students with high Use of Self skills will have high interpersonal skills. I just do not think that soft skills are taught to the richness they deserve. But, I could be wrong. So, I ran a

quantitative survey to collect data, and am interviewing a number of students to collect data and then, I will analyze.

Respondent: Wow, that is so great. That is awesome. That sounds like something I would really love to study. Would you please send me a copy of your dissertation when you are done so I can read it?

Nicole: Yes, I would be happy to. I will send it to your UST email mid-late May.

Respondent: Thank you so much. I am anxious to read it.

Nicole: I am so glad. Thank you very much once again for your time and energy today. I really gained a lot of wonderful information from you. I appreciate it. Thank you.

Respondent: Sure. Thank you.

Nicole: Have a great day. Goodbye.

Respondent: Goodbye.

Appendix II

Qualitative Interview Transcript, Interview Two

Nicole: Hello, is _____ there?

Respondent: Yes, I am here. I am leaving the library reception may go on and off a bit.

Nicole: Hi, _____, this is Nicole Zwieg Daly with the dissertation research. How are you?

Respondent: Hi, I am good. I am happy to answer any questions you have. So, did may people respond?

Nicole: Yes, well actually over 500 students took the survey. Which was shocking.

Respondent: Wow, that is a lot. That really surprises me in general for St. Thomas. Wow.

Nicole: Okay, so here is outline for our conversation. First of all, thank you for taking the time to chat with me on the phone today. I wanted to thank you for initially taking my online survey a few weeks ago. I really appreciate your response. And, thank you for volunteering to be interviewed as follow up to my survey. Three quick housekeeping items:(1) I wanted to remind you once again that everything in this conversation will be kept confidential and your name will not be listed in my research results; (2) I wanted to confirm once again your voluntarily consent via our emails back and forth consenting to this interview process; and, (3) I will be taking notes during our conversation and voice recording our conversation so I have an accurate transcription for my research.

Respondent: You are welcome. Sure, I can do that.

Nicole: Great. So, let's begin, I have a list of ten questions to ask you. Please answer openly and honestly. There is no right answer. I am simply gathering data from your perspective as an undergraduate student at the University of St. Thomas.

Respondent: That is a tough one you are starting out strong. So, I would say self-awareness has a lot to do with emotional intelligence and reflection and being aware of your emotions so you know what you are doing and why you are doing it and maybe even what has cause you to do it certain way.

Nicole: Excellent definition. Thank you. So, question two: can you please describe what social-awareness means to you?

Respondent: Honestly, I think sort of the same thing, really similar. I think if I am thinking of social awareness, I think it has everything to do with self-awareness. I don't think you can be socially aware if you are not self-aware and, how your actions affect other people if that makes sense.

Nicole: Yes, sure. I see what you are saying. So, how about question three: do you engage in reflective cycles around your behavior? And, when you reflect what do you consider?

Respondent: Hmm, that's a tough one. I don't know that I set aside time for it, but it is just sort of the ruts my brain runs in. I do a lot of thinking so I could call reflection like my hobby. But, like I said thinking is really a rut that my brains runs in most of the time. So, I think a lot about my interactions with other people and why they ended up the way they did. I try to think about my behavior and if I treated people the best that I could. Did I communicate the best that I could? I think about how my communication came off to other people and how they reacted. I reflect constantly actually.

Nicole: Great. Number four, how do you identify and weigh choices in making decisions or taking action?

Respondent: I rely on gut instinct maybe more than I should. I think maybe because of my self-awareness that I rely more on my gut. I am also an aware enough person that I think if I broke down my decisions piece by piece I would have a clear understand what was informing it. So, again, my gut instinct would be the right instinct.

Nicole: Yes, that makes sense. Very good. Thank you. Question five, when dealing with difficult situations or conversations, what do you think about and manage in yourself?

Respondent: Umm, actually I have been thinking about this a lot recently. I think I do a lot of adjusting to accommodate other people. I think it is because I have a strong sense of emotional intelligence. I mean, like, I understand or try to understand where other people are coming from. Or where they think they are coming from. I think, since I think about it so much, I kind of adjust myself and maybe take a lot more from other people than others. I don't know how to describe this exactly. I don't know if I am answering your question. I guess it is partially, I mean, I can adjust myself. I can do the work to understand people and I do because I know that others will not or don't know how. And, so I adjust as much as I can knowing that other people aren't going to or are not willing to.

Nicole: Very interesting. Number six, do you see any patterns in your behavior, or things you do repeatedly? Do any of these patterns concern you that you would like to change?

Respondent: Yeah definitely. First thing that comes to mind is that I get really frustrated and irritable when I am around people and I don't know everything. So, like, if I feel inferior to people around me. I know this is just me. This is me being shitty to other people and it is all about me and has nothing to do with them or what they can control. So, I really need to focus on this and watch myself.

Nicole: Okay, do you feel soft skills will be important in your future professional career?

Respondent: Yes. I do. But I also must think that I am an English major and if I didn't think that. But, yeah, I operate on a self-awareness based level most of the time. And, I have seen how useful that can be. And, how they can make you the type of person that is easy to work with. I know how useful it can be to have flexibility and making it a priority to understand people. And, I know that soft skills are so useful because I already focus on them. Can you explain what you mean when you define soft skills?

Nicole: Sure. When I say soft skills I mean skills that deal with the human side of a person. Specifically, I am using the definition of interpersonal communication skills to help define soft skills.

Respondent: I understand. Yes, that is definitely true then. To maneuver in any workplace, or at all, you need soft skills. And, if you do not have soft skills, then, your maneuvering is very hindered and you are closing a lot of doors and your job will be a lot more difficult.

Nicole: Yes, you are so right. All right, number ten: do you feel your undergraduate education is adequately preparing you for future employment?

Respondent: Ummm, maybe I do. Like I said I am an English major, I am developing and focusing on the soft skills constantly. So it would be nice to get more hard skills only because I am focused on soft skills more. I think UST does a really good job because of the professors and classes make sure you are on the right track.

Nicole: Great. Thank you. And, my last question: when I say the term Use of Self, what does it mean to you? How would you define it?

Respondent: I guess if I were to take a guess it sounds to me that it is like it has something to do with soft skills. I would say it is how you take your skills and what you take from what you know, like I said how my mind runs in these ruts, and learn how to apply that knowledge or experience. So, it would be like forging those paths where you can use your competencies that you already have to make decisions.

Nicole: Excellent. You said it really well. Okay, so, do you have any questions for me? I am happy to answer anything.

Respondent: I am just curious about what you are doing with your research because it sounds like really interested work.

Nicole: Oh, great. Thanks. Well, essentially, my dissertation is targeted at understanding the level of Use of Self-competency among undergraduate students. So, first, I developed the quantitative survey you took online. And, now I am doing qualitative interviews. After I collect all the data, I will analyze to determine what it all means. Basically, my hypothesis is that students with high Use of Self-competency will have high soft skills. And, because my research shows that employers are demanding employees with high soft skills, I am trying to make the argument that Use of Self is worth studying in college.

Respondent: Yeah, I think you are right about that. And, St. Thomas is definitely a great school to look at. Because I can definitely tell a difference in the soft skills between business majors and humanities majors. I also think it has a lot to do with writing. At least what I have noticed is that in English you are asked to reflect constantly. Whereas, you are not asked to reflect in business. Writing and reflecting is something you really do not get to do as a business major. And, I think that reflection and written communication has helped to hone my soft skills.

Nicole: That is extremely interesting and maybe another avenue for study after I am done with this dissertation. I love that you shared that. Thank you so much.

Respondent: I would really love to read your dissertation if that is something you are willing to send me?

Nicole: Yes, I would be more than happy to send it to you. I will send it in mid-late May. Thank you so much for your time again. I really appreciate it.

Respondent: If you have any other questions, please feel free to call or email me, I am happy to help. This sounds like really interesting stuff to help with.

Nicole: Sounds like a plan. Thank you so much. Enjoy your day.

Respondent: Thank you.

Nicole: Goodbye.

Respondent: Goodbye.

Appendix JJ

Qualitative Interview Transcript, Interview Three

Nicole: Hello, may I speak to _____?

Respondent: Yes, this is _____.

Nicole: Hi, _____, this is Nicole Zwieg Daly with the dissertation research. How are you?

Respondent: Hi, I'm doing well. How are you doing?

Nicole: I am good, thank you for asking. So, thank you for taking the time to chat with me on the phone today. I wanted to thank you for initially taking my online survey a few weeks ago. I really appreciate your response. And, thank you for volunteering to be interviewed as follow up to my survey. Three quick housekeeping items:(1) I wanted to remind you once again that everything in this conversation will be kept confidential and your name will not be listed in my research results; (2) I wanted to confirm once again your voluntarily consent via our emails back and forth consenting to this interview process; and, (3) I will be taking notes during our conversation and voice recording our conversation so I have an accurate transcription for my research.

Respondent: No problem. I was happy to take the survey. I am a future PhD-person myself, so I get it. My current research project has a lot of potential to be expanded and form the basis of a PhD research project.

Nicole: Wow. That is just fantastic. Good for you. Research is so intriguing. And, I would expect whatever you are working on to make a difference in the world, so even better.

Respondent: Yeah, hopefully. Thanks.

Nicole: So, let's begin, I have a list of ten questions to ask you. Please answer openly and honestly. There is no right answer. I am simply gathering data from your perspective as an undergraduate student at the University of St. Thomas.

Respondent: Sounds easy enough.

Nicole: All right. So, question number one: can you please describe what self-awareness means to you.

Respondent: Oh boy, umm, I would self-awareness for me at least is recognizing my respective strengths and weaknesses and learning how to accommodate for those and how to in addition use my strengths and weaknesses to be a good member of a team. That is a big part of my life right now with my engineering design work. Like, where can I be useful to the team. And, where should I step back a bit because I know I am not the best so someone who is better at something can work on that.

Nicole: Wonderful. Question two: can you please describe what social-awareness means to you?

Respondent: Umm, I would say recognizing that people around me come from different backgrounds and understanding how that can affect their day-today life and how it can lead to differences. And, also just understanding that everyone's perspectives are different and understand that those perceptions can lead to different choices. And, recognizing that different choices are a product of one's differences.

Nicole: Great. Yes, that makes excellent sense. Nice. Okay, so how do you practice social-awareness?

Respondent: I think it becomes a lot easier in college than it was in high school because you are surrounded by a lot of people from different backgrounds. After pursuing that and consciously

learning about different types of people. I guess the best example I can give is over the weekend I was having lunch with a friend of mine who is an international student from St. Thomas from Uganda. He was completely opening my eyes to stuff that was going on over there that I didn't know about and it completely changed my view on what he was doing studying here and how hard it must be for him.

Nicole: Number four: do you reflect? And, if you do, what types of things do you consider when reflecting?

Respondent: Uh, I would say I do. I would say I am a pretty introspective person. For the most part, the things I try to reflect on are whether or not what I am doing is benefiting or harming the people around me and how I can try to be more aware of that with my day-to-day actions. And, also just, uh, trying to reflect on the choices I am making for my own future and whether or not I believe those are the right choices. And, I think I need to ask myself that a lot.

Nicole: Very good. Thank you. So you sort of answered question five, so how about number six: when dealing with difficult situations or conversations, what do you think about and manage in yourself?

Respondent: Um, I think when it comes to difficult conversations like arguments I have a tendency to be a bit of a hot head. And, I try to lay out a hand beforehand of what I want to say and what I want to get accomplished in these types of situations. And, so I try to force myself to stick to the script if you will. We are actually are dealing with a lot of that in senior design as we have been bumping heads with our sponsor company and so, we had to step up to them and say we cannot do what you are asking us to do and that has been very difficult to not get emotional and angry in those conversations.

Nicole: What an excellent experience though, even though it may be a difficult situation.

Respondent: I think we have learned a lot more than we thought we were going to about that stuff. Our project has taken a lot of unexpected turns and so we have been dealing with more emotional management than we thought.

Nicole: So interesting. Can you tell me more?

Respondent: Potentially, we are tasked with taking this company product, which is a system that uses real-high temp steam for a manufacturing process. And, this company wants to sell it to smaller companies. But, the process itself requires a very large boiler room like hundreds of thousands of feet. So, we are tasked to take that system and try to make it into something like the size of a microwave that will fit manufacturer needs that will make the same amount of steam at the same amount of temperature.

Nicole: Wow, that is so interesting. Is that possible?

Respondent: Well, it doesn't seem like it today. But, we are working on it.

Nicole: Okay, let's see here. Let's go to number eight, so I don't ask you to duplicate answers.

Do you feel soft skills will be important in your future professional career?

Respondent: Soft skills meaning like emotional intelligence.

Nicole: Yes, emotional intelligence. Things like interpersonal communication. Skills that are related more to emotional, psychological and the cultural well-being of people. Does that make sense?

Respondent: I know for a fact that those are really important. My boss at my internship straight up told me that I was not the most qualified but that I was hired because I was the best communicator and the best at making conversation. So, I try to practice those skills as much as I

practice my differential equations. I know that my soft skills are playing to my advantage, and I try to play on them as much as I can.

Nicole: All right, second to last question, do you feel your undergraduate education is adequately preparing you for future employment?

Respondent: Um, for the most part I would be inclined to say yes. Generally, there is no degree program that can teach you how to handle everything that comes your way in a place a business. And, so for the most part, I feel the University of St. Thomas does prepare its students for the working world.

Nicole: My last question is really more of a phrase. So I am going to state the phrase, and I want you to tell what you think it means, or what comes to your mind when I say it. Okay?

Respondent: Okay.

Nicole: So the phrase is Use of Self? What do you think that means?

Respondent: Uh, use of self, um, I would say it kind of relates to what I was saying earlier. Knowing what you are good at and knowing how to take your specialized skill set and do something larger with it and how to make decisions that will put your skills to use and will benefit yourself and those around you.

Nicole: Excellent answer. So those are my questions. Do you have anything for me?

Respondent: Not really. But, what you are researching is very interesting.

Nicole: Thank you. Others have asked to read the dissertation. So, I am happy to provide that to you as well. But, you are certainly under no obligation to accept it.

Respondent: I would love to read it.

Nicole: Oh great. Thank you. I will send it to you in mid-late May via your UST email. Thank you again so much for your time. I really appreciate it.

Respondent: You're welcome. Thank you.

Appendix KK

Qualitative Interview Transcript, Interview Four

Respondent: Hello, _____ speaking.

Nicole: Hi, _____, this is Nicole Zwieg Daly with the dissertation research. How are you?

Respondent: I'm good. How are you?

Nicole: I'm good. Thank you for taking the time to chat with me on the phone today. I wanted to thank you for initially taking my online survey a few weeks ago. I really appreciate your response. And, thank you for volunteering to be interviewed as follow up to my survey. Three quick housekeeping items: (1) I wanted to remind you once again that everything in this conversation will be kept confidential and your name will not be listed in my research results; (2) I wanted to confirm once again your voluntarily consent via our emails back and forth consenting to this interview process; and, (3) I will be taking notes during our conversation and voice recording our conversation so I have an accurate transcription for my research.

Respondent: You are welcome. No problem.

Nicole: Great. So, let's begin, I have a list of ten questions to ask you. I will go down my list. Please answer openly and honestly. There is no right answer. I am simply gathering data from your perspective as an undergraduate student at the University of St. Thomas.

Respondent: Sounds good.

Nicole: Okay, so question one: can you please describe what self-awareness means to you?

Respondent: Self-awareness would be the ability to form one's thought and create new ideas.

Nicole: Great. Question two: can you please describe what social-awareness means to you?

Respondent: Social awareness I would describe as someone's ability to pick up cues from other people, to read other people, and be able to read a situation. And, also, I think social cues can apply to yourself, what emotions you are feeling and how to deal with them.

Nicole: Excellent. Okay, onto question three: how do you practice social-awareness?

Respondent: I practice social awareness; I am naturally an introvert myself. So I try to really put myself out there. If I see new people or see people on the sidelines I try to go up and introduce myself and try to engage them. Otherwise, I try to know what I am feeling. Am I feeling introverted or shy? And, so I purposely try to focus on my behavior.

Nicole: Great. Number four: do you reflect on your behavior? What do you consider?

Respondent: I do reflect on my behavior I am the kind of person that will always do the what if. Which isn't always a good thing. I like replay the interaction in my head, should I have redone this, would the outcome be different. And, going forward should I try to change my behavior or could my reaction be different. And, I also think about how I can turn the situation or conversation around if I think it isn't going in a productive way.

Nicole: Number five, how do you identify and weigh choices in making decisions or taking action?

Respondent: I am going to say I am terrible at making decisions. I hate making decisions. And, so when I do. I always go back and forth. Positives here and negatives here. And, of course in real life nothing is black and white even if I would like it to be. So, I kind of go with what my gut says and sometimes I also ask people their opinions when I make a decision. I usually ask my close friends to help me but again I also trust my gut.

Nicole: Okay. Great. Number six: when dealing with difficult situations or conversations, what do you think about and manage in yourself?

Respondent: In difficult situations, I would say it would be the stress and anxiety that I am thinking about. You have to figure out what is causing the stress and anxiety but the trick is to not let you freeze but to still be able to think it through and make a choice.

Nicole: Yes. Good. Number seven: do you see any patterns in your behavior, or things you do repeatedly?

Respondent: Yes, I have a pattern of always needing to know everything about everything. When I am in a group of people or working in a group of people I like to know the content. I don't have to be the expert on the subject, I just need to know enough to find the answer or help others find the answer. If I ever work in a class situation and I don't know the information or what we are working on I struggle not understanding. I have had this problem my whole life. And, I have learned that it is part of me. So, now that I am a senior I need just understand it and when I am in a situation where I am feeling uncomfortable, I just need to admit that to myself and just step back. Other people are in the same situation at times.

Nicole: Yes, very good point. Sometimes stepping back helps all of us. All right, how about number eight: do you feel soft skills will be important in your future professional career(s) and why?

Respondent: Yes, so I am an Operations Management major. So, I not only have to work with systems, I have to work with people. I need to be able to work with people and not come across as bossy. I need to lead people and inspire them. Being able to do that requires soft skills. I need

to be able to explain systems, be able to work with people, to hear their issues, and bring it all **together.**

Nicole: Excellent. Okay, number nine. We are really getting through these questions quickly, thank you.

Respondent: No problem.

Nicole: Okay, so number nine: do you feel your undergraduate education is adequately preparing you for future employment?

Respondent: Yes, I would. It's been really great to learn here. We have plenty of opportunities to work with teams, and work with different companies in the area. For profits and nonprofits. We also have clubs and a mentor program that has been a great way get engaged on campus. You can become engage if you try.

Nicole: Yes, making the effort and trying is key.

Respondent: Mmm Hmm.

Nicole: Okay, so my last question is on a competency that is part of my dissertation research. I am going to say a term to you, and then, I would like you to please tell me what you think it means or how it is defined.

Respondent. Okay.

Nicole: The term is Use of Self. What you do think of when I say that?

Respondent: Use of Self I would describe as being able to understand your strengths and weaknesses, and understanding where you are in a whole. The other thing to me would be something around emotional maturity and self-awareness and social awareness. I think that's it.

Nicole: Thank you so much. You did great. I appreciate your time. Do you have any questions for me?

Respondent: No, I don't think I have any questions. I am very interested in what you are researching so if you need any other help, please feel free to reach out.

Nicole: Oh, thank you so much. I appreciate that offer! Also, I am happy to send you my dissertation if you'd like. No obligation at all.

Respondent: Yes, I would be very interested in reading it. Thank you.

Nicole: Great, great. I will send it to you via email in mid-late May. Thank you again and have a nice evening.

Respondent: You're welcome. You too.

Appendix LL

Qualitative Interview Transcript, Interview Five

Nicole: Hello, may I speak with _____?

Respondent: Yes, that's me.

Nicole: Hi, _____, this is Nicole Zwieg Daly with the dissertation research. How are you?

Respondent: Good. Thanks.

Nicole: Thank you for taking the time to chat with me on the phone today. I wanted to thank you for initially taking my online survey a few weeks ago. I really appreciate your response. And, thank you for volunteering to be interviewed as follow up to my survey. Three quick housekeeping items:(1) I wanted to remind you once again that everything in this conversation will be kept confidential and your name will not be listed in my research results; (2) I wanted to confirm once again your voluntarily consent via our emails back and forth consenting to this interview process; and, (3) I will be taking notes during our conversation and voice recording our conversation so I have an accurate transcription for my research.

Respondent: You are welcome. No problem. Happy to help.

Nicole: Great. So, let's begin, I have a list of ten questions to ask you. Please answer openly and honestly. There is no right answer. I am simply gathering data from your perspective as an undergraduate student at the University of St. Thomas.

Respondent: Sounds good.

Nicole: Question one: can you please describe what self-awareness means to you?

Respondent: Self-awareness. Well, I would say self-awareness is having knowledge of your strengths and your weaknesses and how you would use those strengths and weakness when you

interact with others. I would also say that self-awareness is a subjective term, but that when you are using yourself in a group you should try to be as objective as possible, like keeping your mind open to others' ideas and opinions.

Nicole: Great. Very good. Question two: please describe what social-awareness means to you?

Respondent: I would say social awareness is how people interact with one another generally. Not necessarily specific interactions, but overall behavior during social interactions. Does that make sense?

Nicole: Yes. Everything you say is correct for purposes of this interview. So, great. Thank you. Okay, question three: how do you practice social-awareness?

Respondent: I have to answer no. I do not practice it nearly as much as other people I know. I should practice it more. Oddly enough I am aware of it now while we are talking about it, but will try to focus on it outside of this conversation.

Nicole: Sounds like a good plan. Question four: do you reflect on your behavior? Other than what you just did. And, when you reflect, what do you consider?

Respondent: Yes, I do reflect. I consider possible alternatives to my actions or inactions. I consider what I could have done or should have done. I think about the decision I actually did make and how it affected others. Should I have done something better or worse. So, yes, I would say I do reflect.

Nicole. Nice. Questions five: how do you identify and weigh choices in making decisions or taking action?

Respondent: I guess it really depends on the scenario. Like what is happening at that spur of the moment. If I am aware of a decision that is coming up I try to think about it in advance and

consider the choices, I could make or alternative paths I could go. At the moment the decision is being made I cannot say I go back and think about past decisions. But, I probably consider past decisions when I am preparing to make a known decision if that make sense.

Nicole: Great. We are plowing right through these questions. This is great.

Respondent: Ha. Good.

Nicole: So, question six: when dealing with difficult situations or conversations, what do you think about and manage in yourself?

Respondent: I really try to manage the negative feelings involved in a situation. If I know something will be difficult and I could get angry or frustrated or anxious, then, I think about what result I am really going for in the situation. I want to try and take out my emotion so I can focus on the situation and not escalate the situation.

Nicole: Nice. Okay, question seven: do you see any patterns in your behavior, or things you do repeatedly?

Respondent: Oh definitely. My pattern is that I am more prone to inaction than action actually. Because I can spend so much time thinking about situations that I won't even make a choice or take action. Which then actually makes me upset that I didn't do anything. This is something I really need to work on and know about myself.

Nicole: We all have things we want to work on about ourselves, no one is perfect, right?

Respondent: You're right.

Nicole: Okay, question eight: do you feel soft skills will be important in your future professional career(s)?

Respondent: Yes, for sure. 100%. Soft skills are critically important to me and my future profession. I am going into ministry so it is imperative that I am able to connect with people on a human level and empathize with them. I need to try and relate to people so I can be helpful and supportive. I know that soft skills are extremely important.

Nicole: Great. Great. Two questions left. Question nine: do you feel your undergraduate education is adequately preparing you for future employment?

Respondent: Yes. I would say that my undergraduate education is preparing me for my future employment in the ministry. Ultimately, classroom education can only teach you so much. You cannot always learn about things that happen outside the classroom when you are inside the classroom. But, I would say when I have had external experiences I have also gained a lot of knowledge for the future. Being put into real situations is important to me.

Nicole: Nice. Okay, last one. I would like you to please describe what you think the term Use of Self means?

Respondent: Use of Self?

Nicole: Yes, Use of Self.

Respondent: Okay. I would say first that I have never heard of that before. But, I think it would mean something like having the tools to fulfill job requirements like skillsets maybe? And, I would say maybe it has something to do with helping others with their opportunities? I really don't know. Sorry.

Nicole: No problem. That was great. All data is relevant. So, we are done. Is there anything you would like to ask me?

Respondent: I don't think so. I was intrigued with your online survey. I think your research is very interesting.

Nicole: Thank you. I am happy to send you copy of my dissertation when I am finished.

Respondent: Yes, please do. I would be very interested in reading that.

Nicole: Great. I will send it to you via your UST email in mid-late May. Thank you again for all your help and your time. I really appreciate it.

Respondent: Your welcome. Thank you.

Nicole: Goodbye.

Respondent: Goodbye.